DOCUMENT RESUME

ED 100 454 JC 750 083

TITLE KOCE-TV Telecourse Evaluation; Student Reaction to Television Courses, Spring Semester, 1973-74.
INSTITUTION Coast Community Coll. District, Costa Mesa, Calif.
PUB DATE 74
NOTE 150p.

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS *Educational Television; *Enrollment Trends; *Instructional Innovation; Instructional Media; *Junior Colleges; Student Characteristics; *Student Opinion; Television Curriculum
IDENTIFIERS Coast Community College District

ABSTRACT

The Coast Community College District owns and operates its own UHF television station, KOCE. The content of the TV courses and trends in enrollment are detailed in this report, with emphasis on the spring semester, 1973-74. The report determines the educational and public service needs of the community with respect to televised college courses. Findings include: (1) Enrollment is up 133 percent from initial registration figures in spring 1972-73, (2) More people are enrolling in television courses for reasons other than earning credit toward a degree, (3) More housewives, proportionately, are enrolling in television courses each semester, (4) More women than men continue to enroll in television courses, (5) The average age of television students is rising, with the median age in spring 1973-74 at 34.9 years, (6) Course completion rates for television courses--already lower than those of their on-campus counterparts--are not improving, (7) Students who do not take the final examination are more likely to be enrolled in a TV course only; they have less education beyond high school, consider themselves nonstudents, and have a lower opinion of nearly all course components. (Author/AH)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Coast Community College District

1370 ADAMS AVENUE • COSTA MESA • CALIFORNIA 92626

BEST COPY AVAILABLE

KOCE-TV

TELECOURSE EVALUATION

STUDENT REACTION TO TELEVISION COURSES

SPRING SEMESTER, 1973-74

OFFICE OF INSTITUTIONAL RESEARCH

DECEMBER, 1974

ED 100434

JC 750 083

● ORANGE COAST COLLEGE
COSTA MESA

● GOLDEN WEST COLLEGE
HUNTINGTON BEACH

PREFACE

This report describes the proceedings and results of one portion of a research project funded by the Corporation for Public Broadcasting to determine the educational and public service needs of the service area of KOCE, a public UHF television station owned and operated by the Coast Community College District. This report discusses student reaction to television courses offered by the Coast Community College District.

We are indebted to Richard Brightman for the research design and procedures used in this study. We are grateful for the help of Jean Dudley and Chris Yanick who offered clerical assistance throughout the study. Finally, our sincere gratitude is given to the Corporation for Public Broadcasting, in particular, Jack Lyle, Director of Communications Research, for their support.

The Office of Educational Planning and Development has assumed responsibility for all television course research projects; persons wishing additional information about them are asked to contact the Office of Educational Planning and Development, Coast Community College District, 1370 Adams Avenue, Costa Mesa, California, 92626. The telephone number is (Area Code) 714 - 556-5555.

Carol E. Teraz
Project Researcher

Monty Ruth
Project Director

Interest in television courses tends toward those things which pertain to the quality of life: fine arts, literature and languages, and consumer and health services. More esoteric subjects, such as physical sciences and mathematics--as well as truly pragmatic areas, such as business and technical training--were not seen as important according to our survey.

Audience Analysis Telephone Survey
Coast Community College District,
January, 1974, p. 42.

Students are well aware of the limitations of televised instruction, particularly the absence of human interaction and feedback from the instructor and other students; but for most of them, given their present work and family requirements and general life style, the advantages far outweigh the disadvantages. For the most part, the suggestions they make for changes or improvements in their TV courses are not with the intent of making it more like an on-campus class experience, but rather to refine the distinctive nature of this quite individualized way of learning.

Student Reaction to Television Courses: Fall Semester, 1973-74
Coast Community College District,
August, 1974, p. 62.

TABLE OF CONTENTS

	Page
Preface	i
Summary of Findings	ii
Procedures	2
1. Post-Course Evaluation	2
2. Course Diary Maintenance: Form A and Form B	3
3. Student Interviews	4
Profile of Television Students	6
Racial Distribution	7
Distribution by Age and Sex	7
Marital Status, Number of Dependents	9
Distribution of Occupational Categories	9
1. Fall, 1973-74 and Spring, 1973-74	9
2. Distribution by Course Enrollment	10
Work Habits	12
1. Hours Worked	12
2. Period of Day	13
Level of Education	13
1. Distribution by Course Enrollment	13
2. Final Exam Takers vs. Non-Takers	14
Enrollment in On-Campus Course	15
Current Academic Status	17
1. Spring, 1973-74 Compared with Previous Samples	17
2. Final Exam Takers vs. Non-Takers	18
Reason for Enrollment in a Television Course	20
1. Spring, 1973-74 Compared with Previous Samples	20
2. Distribution by Course Enrollment	20
3. Final Exam Takers vs. Non-Takers	22
On-Campus Activities	23
Visiting Campus in Conjunction with TV Courses	23
Contact with On-Campus Course Facilitator	23
Ease of Access to Course Facilitator	24
Attendance at On-Campus Study Sessions	24

Table of Contents

		Page
	Housewives	26
	1. Age, Number of Dependents	26
	2. Work Habits	26
	3. Viewing Preferences: Days of Week, Times of Day	28
	4. Educational Background	30
	5. Reason for Enrolling in a TV Course	30
	6. Completion Rates	31
	Sources of Information About Television Courses	31
	On-Campus Sources	33
	Off-Campus Sources	35
III.	Student Evaluation of Television Courses	37
	Post-Course Student Evaluation	37
	1. Anthropology	39
	2. Freehand Sketching	40
	3. Physical Geography	41
	4. Family Risk Management	42
	5. Sewing	44
	Course Diary (Forms A and B)	45
	Lesson Analysis	45
	TV Course Viewing Patterns	46
	1. Physical Geography	48
	2. Freehand Sketching	56
	3. Anthropology (Course Diary Forms A and B)	64
	Completion Rates and Grade Distribution	80
	1. Geography	80
	2. Freehand Sketching	81
	3. Family Risk Management	82
	4. Anthropology	83
	Completion Rates and Grade Distribution: Experimental vs. Control Groups	84
IV.	TV Student Interviews, Spring, 1974	86
	1. Anthropology	88
	2. Freehand Sketching	89
	3. Geography	91
	4. Family Risk Management	92

e of Contents

Page

V. Conclusions and Recommendations 98

I. Appendices 102

Appendix A: Post-Course Student Evaluation and Demographic Questionnaire
Appendix B: Letter of Invitation, Course Diary Form A
Appendix C: Sample Letter of Invitation, Course Diary Form B
Appendix D: Course Diary, Form A
Appendix E: Sample Course Diary, Form B
Appendix F: Letter for Scheduling Student Interviews
Appendix G: Student Interview Form
Appendix H: Lesson Number and Title, *Dimensions in Culture*
Appendix I: Lesson Number and Title, *Freehand Sketching*
Appendix J: Lesson Number and Title, *Introduction to Physical Geography*
Appendix K: Lesson Number and Title, *Family Risk Management*
Appendix L: Lesson Number and Title, *Connie's Clothing Corner*

LIST OF TABLES

Table		Page
I	Numbers of Students Providing Data for Television Course Evaluation	6
II	Racial Distribution	7
III	Television Students: Distribution by Sex	8
IV	Television Students: Distribution by Age	8
V	Television Students: Number of Legal Dependents, Fall, 1973-74 & Spring, 1973-74	9
VI	Occupations of Television Students: Fall, 1973-74 & Spring, 1973-74	10
VII	Occupations of Television Students: Distribution by Course Enrollment, Spring, 1973-74	11
VIII	Television Students: Distribution of Income, Fall, 1973-74 & Spring, 1973-74	12
IX	Number of Hours Worked per Week by TV Students, Spring, 1972-73 Through Spring, 1973-74	12
X	Television Students: Period of Day Most Often Worked, Spring, 1972-73 Through Spring, 1973-74	13
XI	Television Students' Level of Education: Distribution by Course Enrollment, Spring, 1973-74	14
XII	Television Students' Level of Education, Takers vs. Non-Takers: By Course Enrollment, Spring, 1973-74	15
XIII	TV Students Not Taking Final Exam: Presence/Absence of On-Campus Enrollment, Spring, 1973-74	16
XIV	TV Students Taking Final Examination: Presence/Absence of On-Campus Enrollment, Spring, 1973-74	17
XV	Academic Status of Television Students, Spring 1973, Through Spring, 1974	18
XVI	Academic Status of Television Students: Takers vs. Non-Takers, Spring, 1973-74	19
XVII	Reasons for Taking TV Courses: Spring, 1973 Through Spring,	20
XVIII	Reasons for Taking TV Courses: By Course Enrollment, Spring, 1973-74	21
XIX	Reasons for Taking TV Courses: Takers vs. Non-Takers, Spring, 1973-74	22
XX	Non-Contact with Course Facilitator: Exam Takers vs. Non-Takers, Spring, 1973-74	24
XXI	Students Who Attended Study Sessions: Takers vs. Non-Takers, Spring, 1973-74	25
XXII	Reasons for Non-Attendance at Study Sessions: Distribution by Course, Spring, 1973-74	25

List of Tables

Table		Page
XXIII	Reason for Enrollment in TV Course: Housewives vs. All Other Students, Spring, 1973-74	30
XXIV	Sources of TV Course Information, Exam Takers vs. Non-Takers, Spring, 1973-74	33
XXV	On-Campus Sources of Information: Distribution of Response by Course Enrollment, Spring, 1973-74	34
XXVI	Off-Campus Sources of Information: Distribution of Response by Course Enrollment, Spring, 1973-74	35
XXVII	Response: Exam Takers vs. Non-Takers, Spring, 1973-74	36
XXVIII	Post-Course Evaluation Student Sample, Distribution by Course Enrollment, Exam-Takers vs. Non-Takers, Spring, 1973-74	38
XXIX	Mean Scores, Anthropology Post-Course Evaluation, Spring, 1973-74	39
XXX	Mean Scores, Freehand Sketching Post-Course Evaluation, Spring, 1973-74	40
XXXI	Mean Scores, Physical Geography Post-Course Evaluation, Spring, 1972-73 & Spring, 1973-74	42
XXXII	Mean Scores, Family Risk Management Post-Course Evaluation, Spring, 1973-74	43
XXXIII	Mean Scores, Sewing Post-Course Evaluation, Spring, 1973-74	44
XXXIV	Mean Scores, Comparison of Course Diary Evaluations and Post-Course Student Evaluations, Geography, Spring, 1973-74	48
XXXV	Mean Scores, Physical Geography, Lesson Analysis, Spring, 1973-74	50
XXXVI	Description: Frequency of Occurence Outside Criterion Level, Physical Geography, Spring, 1973-74	52
XXXVII	TV Student Lesson-Viewing Patterns, 1st & 2nd Viewings, Physical Geography, Spring, 1973-74	55
XXXVIII	Distribution of Response: Viewing Behavior vs. Viewing Preferences Geography, Spring, 1973-74	56
XXXIX	Comparison of Course Diary Evaluations and Post-Course Student Evaluations, Freehand Sketching, Spring, 1973-74	57
XL	Mean Scores, Lesson Analysis: Freehand Sketching, Spring, 1973-74	59
XLI	Description: Frequency of Occurence Outside Criterion Level, Freehand Sketching, Spring, 1973-74	61
XLII	TV Student Lesson-Viewing Patterns, 1st & 2nd Viewings, Freehand Sketching, Spring, 1973-74	63
XLIII	Distribution of Response: Viewing Behavior vs. Viewing Preferences, Freehand Sketching, Spring, 1973-74	64
XLIV	Comparison of Course Components: Course Diary Forms A & B, Post-Course Evaluation, Anthropology, Spring, 1973-74	66

List of Tables

Table		Page
XLV	Mean Scores, Lesson Analysis: Anthropology, Course Diary "A" Form, Spring, 1973-74	69
XLVI	Mean Scores, Lesson Analysis: Anthropology, Course Diary "B" Form, Spring, 1973-74	71
XLVII	Description: Frequency of Occurrence Outside Criterion Level, Course Diary Forms A & B, Anthropology, Spring, 1973-74	74
XLVIII	TV Student Lesson-Viewing Patterns, 1st & 2nd Viewings, Anthropology, Spring, 1973-74	76
XLIX	Distribution of Response: Viewing Behavior vs. Viewing Preferences, Anthropology, Spring, 1973-74	77
L	TV Lesson Components, Content, Pace, Scope & Balance, Overall Academic Quality, Television Lessons, Spring, 1973-74	78
LI	Reading Components: Text & Syllabus, Television Lessons, Spring, 1973-74	79
LII	Comparison of Completion Rates, Physical Geography, Spring, 1972-73 & Spring, 1973-74	80
LIII	Percentage Grade Distribution, Physical Geography, Spring, 1972-73 & Spring, 1973-74	81
LIV	Registration & Completion Figures, Percentage Grade Distribution: Freehand Sketching, Spring, 1973-74	82
LV	Registration & Completion Figures, Percentage Grade Distribution: Family Risk Management, Spring, 1973-74	82
LVI	Comparison of Completion Rates for Anthropology, Spring, 1973-74	83
LVII	Percentage Grade Distribution, Anthropology, Spring, 1973-74	83
LVIII	Completion Rates & Percentage Grade Distribution: Control vs. Experimental Groups, Anthropology, Spring, 1973-74	85
LIX	Television Student Interviews	86
LX	Distribution of Response, TV Student Interviews, Spring, 1973-74	96
LXI	Mean Scores of Spring, 1973-74 TV Courses (Taken from TV Student Interviews)	97

INDEX OF FIGURES

Figure		Page
1:	Student Evaluation Procedures: Freehand Sketching, Physical Geography, Family Risk Management	4
2:	Student Evaluation Procedures: Cultural Anthropology	4
3:	Work Habits of TV Students: Housewives vs. All Other Students, Spring, 1973-74	27
4:	Preferred Days of Week for Lesson-Viewing: Housewives vs. All Other Students, Spring, 1973-74	29
5:	Preferred Times of Day for Lesson-Viewing: Housewives vs. All Other Students, Spring, 1973-74	29
6:	Sources of Information About Television Courses, Spring, 1973 Through Spring, 1974	32
7:	Sources of Information: Evaluation Procedures for Freehand Sketching, Physical Geography, Family Risk Management	47
8:	Sources of Information: Evaluation Procedures for Anthropology . .	67

PREFACE

This report describes the proceedings and results of one portion of a research project funded by the Corporation for Public Broadcasting to determine the educational and public service needs of the service area of KOCE, a public UHF television station owned and operated by the Coast Community College District. This report discusses student reaction to television courses offered by the Coast Community College District.

We are indebted to Richard Brightman for the research design and procedures used in this study. We are grateful for the help of Jean Dudley and Chris Yanick who offered clerical assistance throughout the study. Finally, our sincere gratitude is given to the Corporation for Public Broadcasting, in particular, Jack Lyle, Director of Communications Research, for their support.

For additional information about the project, write to the Office of Institutional Research, Coast Community College District, 1370 Adams Avenue, Costa Mesa, California 92626.

Carol E. Teraz
Project Researcher

Monty Ruth
Project Director

SUMMARY OF FINDINGS

Continuing research conducted by Coast Community College District on television courses and persons who enroll in them has resulted in the identification of certain trends present during the Spring, 1973-74, semester.

1. More people are enrolling in television courses: enrollment is up 133 percent from initial registration figures in Spring, 1972-73.

2. More people are enrolling in television courses for reasons other than earning credit toward a degree. Sixty-four percent of the Spring, 1972-73, TV student sample indicated their reason for taking their course was to earn credit; 59.9 percent did so the following fall. Less than half (44 percent) of those sampled during Spring, 1973-74, checked this reason.

   This shift can be partially accounted for by the presence, in Spring, 1973-74, of two courses--Freehand Sketching and Connie's Clothing Corner--which are less traditionally academic in content and are oriented more toward development of certain areas of skills. Even in the anthropology and geography courses, both of which satisfy basic requirements in their respective disciplines, less than two-thirds of the students sampled indicated their primary concern was to earn credit.

3. More people who can be defined as "non-students"--by virtue of no other, on-campus affiliation or on-going commitment to education beyond high school--are enrolling in television courses. Thirty-nine percent of the Spring, 1973-74 sample indicated they did not consider themselves students of any kind.

4. More housewives, proportionately, are enrolling in television courses: each semester this group has constituted the largest single occupational category. In Spring, 1973-74, housewives represented 32.4 percent of all students sampled.

5. More women than men continue to enroll in television courses. Women constituted 54.6 percent of the Fall, 1973-74, enrollment; 67.2 percent in Spring.

6. The average age of television students is rising; half of all the students sampled in Fall, 1973-74, were above the age of 31.8 years, and in Spring, half were over 34.9 years.

7. Although enrollment figures have increased, course completion rates for television courses--lower than those of their on-campus counterparts to begin with--are not improving: Spring, 1972-73: 46.1 percent; Fall, 1973-74: 44.9 percent; Spring, 1973-74: 37.6 percent.

8. The results of a spring study conducted on anthropology students indicate that students who are involved in some form of participation and interaction (in this case, experimental groups were asked to maintain one of the following: a TV viewing log, a weekly course diary plus a mid-semester interview, or a diary submitted at three-week intervals) with the institution are more likely to complete their course and achieve at a higher level.

9. While we have not yet determined the significance of certain factors as actual determinants in TV students' failure to complete their courses, we do know that students who do not take the course final examination are more likely to be enrolled in a TV course only, have less education beyond high school, and to consider themselves non-students.

10. Data gathered through such sampling procedures as student interviews, post-course questionnaires, and course diaries have identified the following areas of student concerns and criticisms regarding their television course experiences:

    -- the desire for more--and more varied forms of--testing
    -- the desire for increased availability of review sessions (either in taped form or on campus)
    -- more continuity among the components of TV lesson, text, and syllabus
    -- better textual aids, particularly syllabi
    -- more explanation of the function of these components in relation to one another
    -- more clearly detailed and more repetitive information in the areas of broadcasts which include the number and title of the lesson being aired; times and dates of testing, seminars, etc., what textual materials accompany which lessons
    -- greater availability of course materials

11. Students who failed to take their final exam assigned a lower ranking to nearly all course components about which they were asked. This fact, together with the problems perceived by students (outlined above), suggests that difficulties encountered in the course itself may be of equal--and possibly greater--significance than those characterizing students' academic background in failure to complete a television course.

Coast Community College District, which owns and operates the non-commercial educational television station, KOCE, has offered community college courses for credit to residents of the Orange County area since Spring semester, 1972-73--some two months after KOCE-TV began broadcasting in November, 1972.

Enrollment of students in the three television courses offered that initial semester totaled 1,388. While television student enrollment for the following semester (Fall, 1973-74) dropped 17 percent to 1,151, it then rose during Spring of 1973-74 to 3,230, an increase of 133 percent over initial registration figures. Final registration figures for Fall, 1974-75 show that 4,952 students enrolled in the six television courses offered. This number represents an increase in total enrollment of 257 percent over Spring, 1972-73.

Another way of charting this growth is calculation of the average course size during each semester. The average enrollment per TV course in Spring, 1972-73 was 463; in Fall, 1974-75, this figure reached 825--an increase of 83 percent. Thus has interest grown in pursuing educational opportunity through enrollment in televised college courses. So, too, has it become increasingly necessary to assess the effectiveness of this kind of learning process and its role in the academic community.

This report is concerned with *one* area of the process--that of student evaluation of the television courses. To this end, we have again* pursued two major

---

*_Student Reaction to Television Courses, Fall Semester, 1973-74_, Office of Institutional Research, Coast Community College District, August 1974.

lines of inquiry: 1) How do students rate the several aspects of these courses? 2) What kind of student enrolls in a television course? The latter question might well be expanded to inquire, what kinds of students enroll, as Spring, 1973-74, the semester with which this report is most specifically concerned, marks the first during which two quite distinct types of courses have been offered.

Five courses were offered during this semester. Two of them--*Dimensions in Cultures*, an introductory level course in anthropology, and *Physical Geography*--are courses which satisfy basic requirements in the fields of the social and physical sciences. Two others, *Freehand Sketching* and *Connie's Clothing Corner*, a course teaching basic techniques in sewing, are less academic in their orientation and are perhaps more aptly described as courses which develop certain areas of skills. The fifth, *Family Risk Management*, a business course, seems best described as traditionally academic in content, and yet the student sample for this class resembles in several respects those of the sketching and sewing classes.

The observation, then, in a previous report that, "Different subjects...attract students with somewhat differing backgrounds, tastes, and needs," is borne out with greater emphasis in the examination of the characteristics and motivations which describe students enrolled in spring TV courses.

I. PROCEDURES

The data used in this report were gathered in three kinds of sampling procedures.

1. Post-Course Evaluation

The largest took the form of a post-course evaluation, mailed at the conclusion of the semester to all students who had enrolled in television courses in January, 1974. The questionnaire, a copy of which is found in Appendix A,

was designed to obtain an evaluation of the particular course as well as a demographic profile of the respondent. While both kinds of information have been elicited as part of television student evaluation procedures during previous semesters, that of Spring, 1973-74, is the initial one for which both forms were combined.

Data gathered from this sampling procedure are examined from three perspectives. Compared are student responses grouped by 1) enrollment in the particular course, 2) by those students who took the course final examination (thus "completing" even though not necessarily passing the course) versus those who did not take the final exam, 3) by students who identified themselves as "homemakers" versus "all other" students. The latter grouping is the result of the supposition on our part that, since sizeable percentages (24.8 percent in Spring, 1972, and 22.8 percent in Fall, 1973) of students who identified their primary occupation as that of "homemaker" or "housewife" in previous questionnaires*--and further, that significant differences appeared in certain areas of their responses when compared to those of students with other occupations--these differences might well persist. Included, then, in the Spring, 1973, post-course questionnaire was the occupational category of "homemaker": 271 women, constituting the largest occupational grouping (32.4 percent) of the sample, designated themselves as such.

2. Course Diary Maintenance: Form A and Form B

Students enrolled in anthropology, sketching, geography, and family management were asked to maintain Form A of a Course Diary (Appendix D) a device whereby students mailed in a weekly evaluation of the lessons they watched, along with information concerning the day, time, TV channel, and location at which the

*This despite the fact that on forms previously used, the occupational category of "homemaker" did not appear.

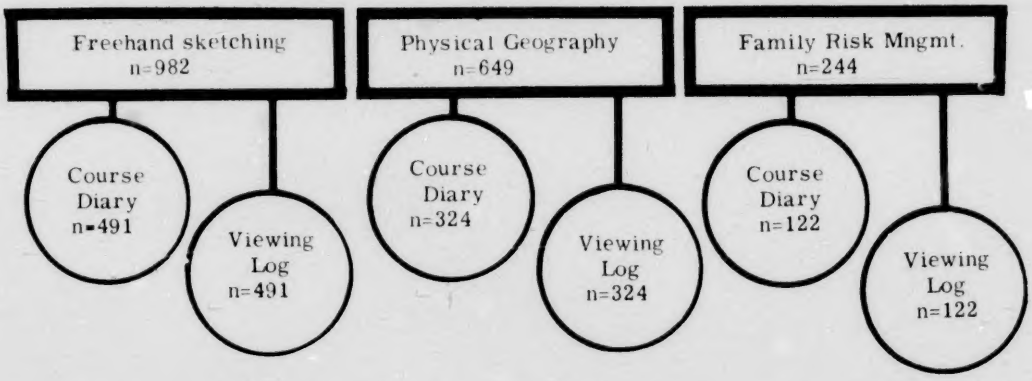


Figure 1

Student Evaluation Procedures:
Freehand Sketching, Physical Geography,
Family Risk Management

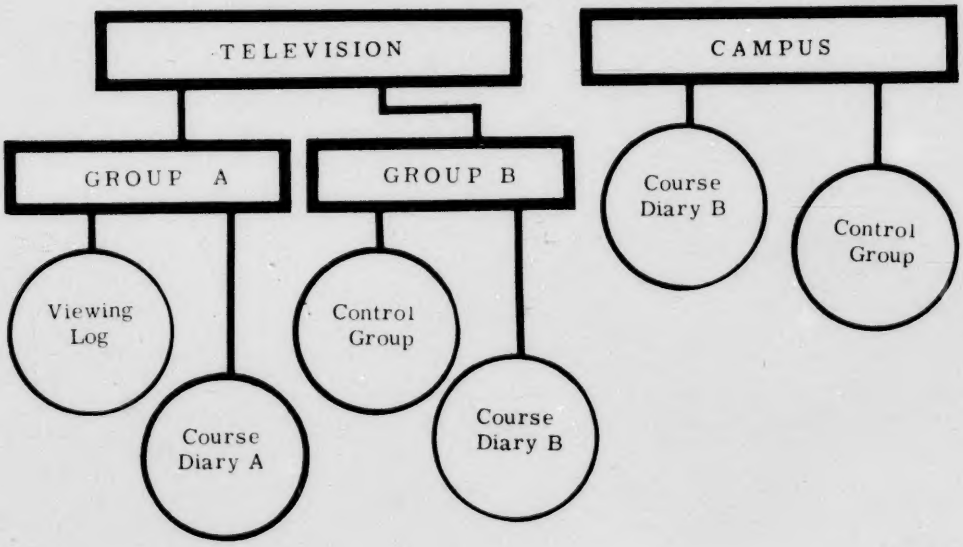


Figure 2

Student Evaluation Procedures:
Cultural Anthropology

lessons were viewed. Participants were selected in the following manner: fifty percent of those enrolled in each of the classes--with the exception of anthropology--were sent a letter (see Appendix B) inviting them to maintain a diary for the semester. Twenty-five percent of the students enrolled in anthropology were asked to maintain Form A; another 25 percent were invited to keep Form B of the Course Diary (Appendix E). Fifty percent of the students enrolled in the sewing course were also invited to keep the "B" form. The two forms of the diary differed in this respect: The structure of the second did not ask after information concerning time, channel, day of viewing, etc., but rather contained specific questions concerning the student's progress and his opinion regarding certain aspects of the course. And, instead of being mailed weekly, the "B" form was designed to gather information at three-week intervals during the semester. Figures 1 and 2 demonstrate the models for these student evaluation procedures. See page 4.

No student who kept either form of the Course Diary participated in any other form of course evaluation during the semester although each, as a part of the general TV student population, was sent a post-course evaluation form.

3. Student Interviews

Students who agreed to maintain the "A" form of the Course Diary were asked as well for a personal interview mid-way through the course (Appendices F and G). The interviews were conducted between the 22nd of April and the 15th of May on the campuses of both Orange Coast and Golden West colleges. Their purpose was to obtain, on a more subjective, open-ended basis, each student's impressions, criticisms, and opinions of his televised learning experience. Upon completion of the weekly diaries and the interview, the student would receive an honorarium of $10.

Table I indicates the number of students who provided data from each of the sampling procedures.

Spring Semester, 1973-74	Post-Course Evaluation and Demographic Information	Course Diary		Student Interview
		Form A	Form B	
	n	n	n	n
Anthropology: *Dimensions in Cultures*	286	36	28	25
Art: *Freehand Sketching*	322	46	-	27
Physical Geography	107	31	-	17
Business: *Family Risk Management*	49	7	-	4
Sewing: *Connie's Clothing Corner*	72	-	75	-
Totals	836	120	103	73

Table I

Numbers of Students Providing
Data for Television Course Evaluation

II. PROFILE OF TELEVISION STUDENTS

Data gathered on television students in the two semesters preceding that of Spring, 1973-74 provided a TV student profile the characteristics of which remained fairly consistent. The individual taking a television course through Coast Community College District could be described as somewhat older than his on-campus counterpart, more likely to be married, quite possibly a housewife or working full-time outside the home, having more dependents than the on-campus student, and less likely to complete the course in which he is enrolled.

Description of Spring, 1973-74 television students will focus on the comparison of these characteristics with those of Fall, 1973-74 counterparts and, where appropriate, comparison by course grouping, occupation (that of "homemaker" versus all others), and between those taking the final examination and those who did

not. Comparable demographic data were not gathered from on-campus students during this semester, thus limiting the kinds of comparisons which can be made between them and the TV student sample.

Racial Distribution

Table II compares the racial distribution of television students sampled during the 1973-74 academic year with that of both the college district and Orange County as a whole.

Description	Orange County	Coast Community College District	TV Student Fall, 1973-74	TV Student Spring, 1973-74
	%	%	%	%
Caucasian	86.0	90.2	92.5	89.2
Mexican	11.3	7.7	1.9	2.8
Black	.7	.1	.6	.1
Indian	.3	.2	.6	.7
Oriental	1.3	1.4	.8	.7
Other	.4	.4	1.1	1.5
Decline to State	-	-	2.5	5.0
Totals	100.0	100.0	100.0	100.0

-Data gathered from 1970 U.S. Census and Orange County Progress Report, Vol. 9

Table II
Racial Distribution

Distribution by Age and Sex

While the ratio of male to female students on campus is nearly equal, that for television students shows that increasingly more women are enrolling in TV courses. As Table III illustrates, twice as many women than men registered for television courses during Spring, 1973-74. Of additional significance is the increasing number of women identifying themselves as "homemakers"--a situation analyzed separately further on in the report.

Description	Fall, 1973-74		Spring, 1973-74	
	On-Campus	Television	On-Campus	Television
	%	%	%	%
Male	50.7	44.8	49.3	31.2
Female	49.3	54.6	50.7	67.2
No answer	-	.6	-	1.6
% of women identified as "homemaker"*	-	41.8	-	48.2

*Data available for TV students only.

Table III

Television Students
Distribution by Sex

Table IV presents the distribution of response from both Fall and Spring, 1973-74 samples to the question regarding (category of) age of television students. The median age was 31.8 years for the fall students sampled and 34.9 years for those in spring. The average age of television students rose from 34.4 years in fall to 37.2 in spring.

Age	Fall, 1973-74	Spring, 1973-74
	%	%
15 - 17	1.1	2.6
18 - 25	22.6	15.4
26 - 35	41.8	33.3
36 - 45	18.7	26.9
46 - 60	13.6	16.3
Over 60	2.2	4.2
No answer	-	1.3

Table IV

Television Students
Distribution by Age

Marital Status, Number of Dependents

As was the case for the Fall, 1973-74 TV student sample, three in every four students in that for spring are married. Slightly fewer of the spring student sample have legal dependents. However, of those who do, fewer are claimed in spring than in the previous fall semester. Table V.

Number of Dependents	Fall, 1973-74	Spring, 1973-74
	%	%
None	28.7	25.7
One	13.4	14.4
Two	18.7	20.2
Three	21.7	19.1
Four	8.4	9.0
More than Four	8.6	6.7
No Answer	.5	4.9
Totals	100.0	100.0

Table V

Television Students
Number of Legal Dependents
Fall, 1973-74 & Spring, 1973-74

Distribution of Occupational Categories

1. Fall, 1973-74 and Spring, 1973-74

Table VI shows occupational categories checked by TV student samples for both semesters. The intent here is not to view the distribution of response in spring in the light of any given category's percent of increase or decrease, but rather to demonstrate that different sets of courses attract people with different types of occupations.

Occupational Category	Fall, 1973-74	Spring, 1973-74
	%	%
Business Executive	4.5	3.8
Fine Arts	1.4	2.5
Homemaker*	-	32.4
Military	.8	1.4
Office	10.3	6.7
Professional	17.3	14.9
Retired**	-	1.6
Sales/Customer Service	12.0	5.3
Self-Employed	5.6	2.3
Tradesman/Journeyman/ Technician	11.7	6.5
Not Currently Employed	16.4	5.6
Other	14.8	13.3
No Answer	5.2	3.7

* **Category not included in Fall, 1973-74 questionnaire. 22.8 percent (extrapolated from the categories of "Not Currently Employed" and "Other") indicated their occupation as that of "Homemaker."

Table VI

Occupations of Television Students
Fall, 1973-74 & Spring, 1973-74

2. Distribution by Course Enrollment

Table VII lists the frequency of response by TV course enrollment and makes apparent the--in some areas, sharp--contrast among the occupational profiles when compared in this manner.

Occupational Category	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing
	%	%	%	%	%
Business Executive	3.5	2.2	9.3	10.2	-
Fine Arts	2.5	3.7	1.9	-	-
Homemaker	29.7	32.6	21.5	10.2	73.6
Military	1.4	.9	1.9	6.1	-
Office	7.7	4.3	12.2	8.2	4.2
Professional	9.8	22.1	9.3	20.4	8.3
Retired	1.8	1.9	.9	2.0	-
Sales/Customer Ser.	6.6	4.4	6.5	6.1	1.4
Self-Employed	2.8	1.2	.9	8.2	2.8
Tradesman/Journeyman /Technician	9.1	3.1	12.2	10.2	-
Not Currently Employed	7.7	6.2	1.9	4.1	1.4
Other	14.3	13.7	15.9	6.1	8.3
No Answer	3.1	3.7	5.6	8.2	-

Table VII

Occupations of Television Students:
Distribution by Course Enrollment
Spring, 1973-74

As the table makes evident, the largest single occupational group in all courses but that of Family Risk Management is "homemaker." Family Risk Management and Freehand Sketching attracted over twice as many "professional" persons than did the other courses. Physical Geography and Family Risk Management enrolled approximately three times as many business executives as the other courses. These examples will be recalled when viewing preferences--in terms of time periods throughout the day--are examined.

Table VIII presents the distribution of response to the question regarding (category of) income for both the Fall and Spring 1973-74 TV student samples.

Although approximately two in every three students from both semesters indicated their annual family income was in excess of $10,000, 62.2 percent from the spring sample checked "$15.000 or more," compared with 54.4 percent the previous fall.

Annual Family Income	Fall, 1973-74	Spring, 1973-74
	%	%
Under $3,000	6.1	3.6
$3,000 - $5,999	4.2	4.0
$6,000 - $9,999	13.4	9.6
$10,000 - $14,999	30.1	26.5
$15,000 or more	36.5	42.6
Decline to State	9.5	10.0
No Answer	.2	3.7

Table VIII

Television Students
Distribution of Income
Fall, 1973-74 & Spring, 1973-74

Hours Worked

As indicated in Table IX the number of hours worked per week by the spring TV student sample is virtually the same as that for TV students the two previous semesters. It further confirms the fact that students taking television courses are more likely to be unemployed or working full-time.

Number of Hours Worked	Spring, 1972-73	Fall, 1973-74	Spring, 1973-74
	%	%	%
None	33.1	25.9	25.1
1 - 30	17.7	17.6	17.2
More than 30	49.2	55.4	51.8
No Answer	-	1.1	5.9

Table IX

Number of Hours Worked per Week by TV Students
Spring, 1972-73 through Spring, 1973-74

Period of Day

Daytime, i.e., the hours between 8:00 a.m. and 5:00 p.m., is the period of the day most often worked by television students who are employed. As Table X illustrates, this distribution, too, has been consistent over three semesters of sampling.

Period of Day	Spring, 1972-73	Fall, 1973-74	Spring, 1973-74
	%	%	%
Day (8:00 - 5:00)	59.0	64.6	59.7
Night (5:00 - 1:00)	4.4	5.6	5.4
Graveyard (1:00 - 8:00)	2.5	2.5	2.4
Do Not Work	31.1	27.0	26.9

Table X

Television Students
Period of Day Most Often Worked
Spring, 1972-73 through Spring, 1973-74

Frequency of response in the form, "does not work," is virtually the same in both tables IX and X, and strengthens the observation that an increasing majority of television students are employed --in some capacity. And, as the number of TV students who do not work decreases, those among them identified as "housewives" have increased.

Level of Education

1. Distribution by Course Enrollment

Table XI shows the amount of education completed by television students according to the course in which they were enrolled. Conclusions regarding the distribution of educational achievement must be qualified when looking at three of the courses under consideration, as sizable numbers did not respond to the

question. Even so, it is possible to see differences in educational background among the students when grouped in this manner.

Course Spring, 1973-74	Anthropology %	Freehand Sketching %	Physical Geography %	Family Risk Management %	Sewing %	All Courses %
Below 12th grade	3.5	3.4	.9	4.1	5.6	3.4
In 12th grade	.7	2.5	1.9	2.0	2.8	1.8
High School grad.	6.3	18.3	7.5	12.2	23.6	12.9
0-30 units completed	37.1	28.3	27.1	73.5	59.7	36.5
Over 30 units	31.5	23.6	32.7	8.2	8.3	25.2
No Answer	20.9	23.9	29.9	-	-	20.2
Totals	100.0	100.0	100.0	100.0	100.0	100.0

Table XI

Television Students' Level of Education
Distribution by Course Enrollment
Spring, 1973-74

2. Final Exam Takers vs. Non-Takers

Because we were interested in whether a student's past educational experience had any bearing upon completion or failure to complete a television course, the educational profile of students enrolled in each of the Spring, 1973-74 television courses was viewed from the standpoint of those who took the final examination and those who did not.

Based upon the response obtained (one in every five students did not answer, as Table XI indicates) from all who took the final exam and all who did not, those with less education were less likely to complete their course. Approximately 16 percent of those with no education beyond high school took the final exam compared with 24.4 percent at the same educational level who did not take the final.

When viewed by course enrollment, the same correlation exists--in varying degrees--for all courses but sewing. Here, the opposite situation exists--and sharply so: of those who took the final examination, 55.3 percent had some education beyond high school. The educational level of eighty-three percent of those who did not take the exam had also progressed beyond high school.

Course	Below 12th Grade	In 12th Grade	High School Grad.	0-30 Credits	Beyond 30 Credits	No Answer	Totals
	%	%	%	%	%	%	%
Anthropology							
Takers	2.6	.9	6.1	36.5	31.7	22.2	100.0
Non-Takers	7.6	-	7.6	39.6	28.3	16.9	100.0
Freehand Sketching							
Takers	2.7	1.3	16.1	29.0	23.7	27.2	100.0
Non-Takers	4.4	4.4	24.4	26.7	23.4	16.7	100.0
Physical Georaphy							
Takers	1.2	-	6.1	29.3	34.1	29.3	100.0
Non-Takers	-	8.7	13.1	21.7	21.7	34.8	100.0
Family Risk Mgt.							
Takers	-	2.8	13.9	75.0	8.3	-	100.0
Non-Takers	15.4	-	7.7	69.2	7.7	-	100.0
Sewing							
Takers	7.9	5.2	31.6	50.0	5.3	-	100.0
Non-Takers	2.9	-	14.7	70.6	11.8	-	100.0

Table XII

Television Students' Level of Education
Takers vs. Non-Takers: By Course Enrollment
Spring, 1973-74

Enrollment in On-Campus Course

Whether or not a student who is taking a television course is also enrolled in an on-campus course seems to have additional bearing on completion of the TV course: Two of every three students sampled who did not take the final examination

were enrolled in a television course only: when viewed by individual course enrollment, "non-takers" who were not concurrently enrolled on campus ranged from nearly 59 percent (anthropology) to 85.3 (sewing). Table XIII below.

Category	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	Non-Takers	Non-Takers	Non-Takers	Non-Takers	Non-Takers	Non-Takers
	%	%	%	%	%	%
Enrolled in on-campus course	47.2	30.0	39.1	38.5	14.7	33.3
Not enrolled in on-campus course	58.8	70.0	60.9	61.5	85.3	66.7
Totals	100.0	100.0	100.0	100.0	100.0	100.0

Table XIII

TV Students Not Taking Final Exam:
Presence/Absence of On-Campus Enrollment
Spring, 1973-74

While students taking the final examination were more likely to be enrolled in an on-campus course as well, the difference is not nearly as great as that for students who did not take the exam. Table XIV shows that 53.4 percent of all "takers" were also enrolled on campus--slightly more than half--whereas only a third of the "non-takers" were. Further, the distribution by individual course enrollment shows that in Freehand Sketching, more students who took the final were enrolled in that course only; in the sewing class, half the "takers" were enrolled on campus, half were not.

Description	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	Takers	Takers	Takers	Takers	Takers	Takers
	%	%	%	%	%	%
Enrolled in on-campus course	60.4	39.3	68.3	66.7	50.0	53.4
Not enrolled in on-campus course	37.8	59.8	31.7	33.3	50.0	45.6
No Answer	1.8	.9	-	-	-	1.0
Totals	100.0	100.0	100.0	100.0	100.0	100.0

Table XIV

TV Students Taking Final Examination:
Presence/Absence of On-Campus Enrollment
Spring, 1973-74

Current Academic Status

1. Spring, 1973-74 Compared With Previous Samples

In order to further define TV students' academic activity, we asked if they were at the present time full- or part-time students. The response of the Spring, 1973-74 sample, when compared with those from the two previous semesters, indicates that, increasingly, students taking television courses do not consider themselves students--on a full- or part-time basis. Of students who do, considerably fewer are attending community colleges; over twice as many indicated they were extension/TV students during spring as did the previous fall semester. Table XV following.

Academic Status: TV Students	Spring, 1972-73	Fall, 1973-74	Spring, 1973-74
	%	%	%
Yes:			
High School	3.0	1.9	1.6
Extension/TV	8.2	4.7	12.2
California State University	3.5	3.9	3.2
Community College	52.4	63.8	39.0
University of California	-	.8	1.0
No	31.6	24.5	39.1
No Answer	1.4	.4	3.9
Totals	100.0	100.0	100.0

Table XV

Academic Status of Television Students
Spring, 1973 through Spring, 1974

2. Final Exam Takers Versus Non-Takers

In each of the Spring, 1973-74 television courses, one-third (Geography) to two-thirds (Freehand Sketching) of the students not taking the final examination had no additional educational involvement. Fifty to eighty percent of all those taking the final in each of the spring courses considered themselves students in some capacity. In all courses, the majority of exam-takers presently in school were in a community college; in all courses but those of Freehand Sketching and Sewing, those presently in school who did not take the final were also community college students. Interestingly, a larger percentage of non-takers in Freehand Sketching and Sewing indicated their present status as that of extension/TV student. Courses offered during spring attracted more students currently enrolled in four-year institutions than those of any previous

semester. Fewer of these students, however, completed their TV courses. Table XVI.

Academic Status Spring TV Students	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	%	%	%	%	%	%
Not Currently Enrolled:						
Takers	27.0	49.6	19.5	19.4	34.3	34.3
Non-Takers	39.5	66.7	34.8	46.1	58.8	54.0
Currently Enrolled:						
Extension/TV						
Takers	7.8	14.7	11.0	11.1	26.3	12.1
Non-Takers	11.3	11.1	13.0	7.7	17.7	12.2
High School						
Takers	1.7	1.3	-	-	2.6	1.3
Non-Takers	3.8	1.1	-	7.7	-	1.9
Community College						
Takers	57.0	29.9	60.9	55.6	31.6	46.0
Non-Takers	35.9	10.0	34.8	15.4	14.7	20.2
Four-Year Institution						
Takers	3.9	3.6	3.7	2.8	5.2	3.7
Non-Takers	3.8	5.5	4.4	15.4	5.9	5.6
No Answer						
Takers	2.6	.9	4.9	11.1	-	2.6
Non-Takers	5.7	5.6	13.0	7.7	2.9	6.1

Table XVI

Academic Status of Television Students:
Takers vs. Non-Takers
Spring, 1973-74

Reason for Enrollment in a Television Course

1. Spring, 1973-74 Compared With Previous Samples

Evidential of the fact that television courses offered through Coast Community College District are, increasingly, drawing students with varying academic backgrounds and differing educational goals is the fluctuation apparent in students' reasons for enrolling in a TV course. Spring, 1973-74 marks the first instance in which more than half the students sampled indicated their primary motive for taking a course was one other than earning credit toward a degree. Table XVII.

Category	Spring, 1973	Fall, 1973	Spring, 1974
	%	%	%
High School Credit	2.5	.8	.9
Earn Credit Toward College Degree	63.6	59.9	44.0
Professional/Occupational Improvement	11.6	14.4	15.7
General Interest	22.0	20.6	33.6
Other	1.0	2.8	2.4

Table XVII

Reasons for Taking TV Course:
Spring, 1973 through Spring, 1974

2. Distribution by Course Enrollment

A look at the distribution of this response for anthropology and geography students shows that the frequency conforms much more closely to the composite figures shown from earlier samples (Table XVII above) than to that for the other

courses offered in Spring, 1973-74. Early in this report reference was made to both Freehand Sketching and the sewing class as courses less academic in orientation and focused more on development of skills and talent. In the last few pages, various tables have demonstrated that three in every five students enrolled in these two courses were not enrolled in other on-campus courses; 54 and 46 percent respectively indicated they considered themselves neither full- or part-time students. Further, these differences were exacerbated when viewed from the standpoint of students who took the final examination and those who did not.

Students' reasons for enrolling in television courses, when arranged by course enrollment, show that in Freehand Sketching and Sewing, far fewer students indicated earning credit toward a degree as their primary consideration for taking the course. Table XVIII below.

Category	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	%	%	%	%	%	%
High School Credit	1.8	.6	-	-	1.4	1.0
Earn Credit Toward College Degree	62.2	26.4	59.8	36.7	31.9	44.0
Professional/ Occupational Advancement	6.3	27.0	7.5	16.3	13.9	15.7
General Interest	24.5	41.0	24.3	38.8	47.2	33.6
Other	1.7	1.9	3.7	2.0	5.6	2.4
No Answer	3.5	3.1	4.7	6.1	-	3.3

Table XVIII

Reasons for Taking TV Courses:
By Course Enrollment
Spring, 1973-74

3. Final Exam Takers Versus Non-Takers

Table XIX illustrates the distribution of reasons for taking a television course between those who took the final exam and those who did not. In each of the courses, from 35 to 65 percent of the students who indicated that "general interest" was primarily responsible for their enrollment did not take the final exam. Further, the percentage of general interest students in Freehand Sketching and Sewing, higher than those in the other courses to begin with, also reflect a much higher percentage of "non-takers."

Category	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	%	%	%	%	%	%
High School Credit						
Takers	2.7	.9	-	-	2.6	1.3
Non-Takers	-	-	-	-	-	-
Earn Credit Toward College Degree						
Takers	64.4	27.7	67.1	36.1	42.1	48.2
Non-Takers	54.7	22.2	39.1	38.5	20.6	32.8
Professional/ Occupational Advancement						
Takers	7.0	31.3	7.3	19.4	18.4	17.4
Non-Takers	3.8	17.8	8.7	7.7	8.8	11.3
General Interest						
Takers	20.9	35.3	21.9	36.1	31.6	27.9
Non-Takers	37.7	55.6	34.8	46.2	64.7	49.8
Other						
Takers	1.7	2.2	2.4	2.8	5.3	2.3
Non-Takers	1.9	1.1	8.7	-	5.9	2.8
No Answer						
Takers	3.9	2.7	1.2	5.5	-	2.9
Non-Takers	1.9	3.3	8.7	7.7	-	3.3

Table XIX
Reasons for Taking TV Courses
Takers vs. Non-Takers
Spring, 1973-74

n-Campus Activities

Nearly nine in every ten TV students sampled indicated that transportation as available to and from a campus or community learning center. Students were lso asked if there were reasons which prevented them from attending on-campus lasses: 417 of them (nearly 50 percent) indicated that there were. Of this roup, 161, or 38 percent, were housewives. While it seems clear, then, that here are reasons preventing TV students from on-campus attendance, lack of ransportation is not among them.

isiting Campus in Conjunction with TV Courses

When asked if TV students should visit campus as part of their course ex- erience, over one-third of all students sampled answered in the affirmative; n additional 54 percent said yes, occasionally. Of the 271 housewives identi- ied in the spring sample, 90 percent felt TV students should visit a college ampus.

ontact With On-Campus Course Facilitator

Nearly all of the 73 students who completed an interview* with us endorsed he concept of a course facilitator. However, when asked if they themselves ad contacted the facilitator for their course, less than 16 percent indicated hey had. The same question was asked in the post-course evaluation: nearly 5 percent said they had never initiated any contact. Of those who had, over ne-fourth checked "seldom," and an additional 15 percent said "occasionally." ess than two percent of the spring TV student sample had frequent contact with campus facilitator.

---

*Student interviews are discussed on pp. 86-97.

The overall average of 55 percent who did not contact a course facilitator included proportionately more students not taking the final examination, as Table XX shows.

No Contact With Course Facilitator	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	%	%	%	%	%	%
Students Taking Final Exam	52.2	51.8	52.4	52.8	15.8	49.8
Students Not Taking Final	66.0	73.3	69.6	84.6	52.9	68.5

Table XX

Non-Contact With Course Facilitator
Exam Takers vs. Non-Takers
Spring, 1973-74

Ease of Access to Course Facilitator

Students who did contact the facilitator for the course in which they were enrolled were asked if they encountered any difficulty in the process. More than eight in every ten students indicated it was "very easy" to "fairly" so; an additional 14 percent said it was difficult. Under four percent checked "impossible." There was no appreciable difference in ease of access to course facilitators between students taking the final examination and those not taking it.

Attendance at On-Campus Study Sessions

A majority of students in all spring television courses--with the exception of geography--did not attend the study sessions. More of those who did attend, however, also took the final examination. Table XXI following.

tendance at n-Campus udy Session	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	%	%	%	%	%	%
akers	33.5	18.3	52.4	33.3	23.7	29.8
on-Takers	17.0	7.8	8.7	-	5.9	9.4

Table XXI

Students Who Attended Study Sessions
Takers vs. Non-Takers
Spring, 1973-74

tudents who indicated they did not attend these meetings were asked why. Table XII shows the distribution of their response by class. The number of students ho checked "other" is sufficiently large to warrant restructuring of the question; n alternative such as "did not feel study session was necessary," seems a likely ne. Differences are great enough among courses in areas such as student lack f awareness of the on-campus review sessions to suggest the existence of less han adequate communication.

Reasons For Non-Attendance at Study Sessions	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	%	%	%	%	%	%
nconvenient Time	37.8	6.2	45.5	18.9	19.0	22.4
dn't Know of it	19.2	52.1	10.9	43.2	53.5	36.9
t Very Helpful	4.2	.4	7.3	-	-	2.2
iscontinued ourse Prior to irst Session	6.2	6.1	16.4	13.5	8.6	8.0
ther	35.8	33.9	25.5	18.9	13.8	30.8
o Answer	3.1	.8	5.5	5.4	5.2	.3
Totals	100.0	100.0	100.0	100.0	100.0	100.0

Table XXII

Reasons for Non-Attendance at Study Sessions:
Distribution by Course, Spring, 1973-74

Housewives

Television students who indicated their occupation was that of "homemaker" through the sampling device of the post-course questionnaire constituted the largest single occupational grouping: 32.4 percent. Table VII, page 11, reflects the number of housewives enrolled in each of the spring TV courses. As such, the specific characteristics of this sub-group warrant separate examination, particularly in view of their potentiality as a logical target for television courses.

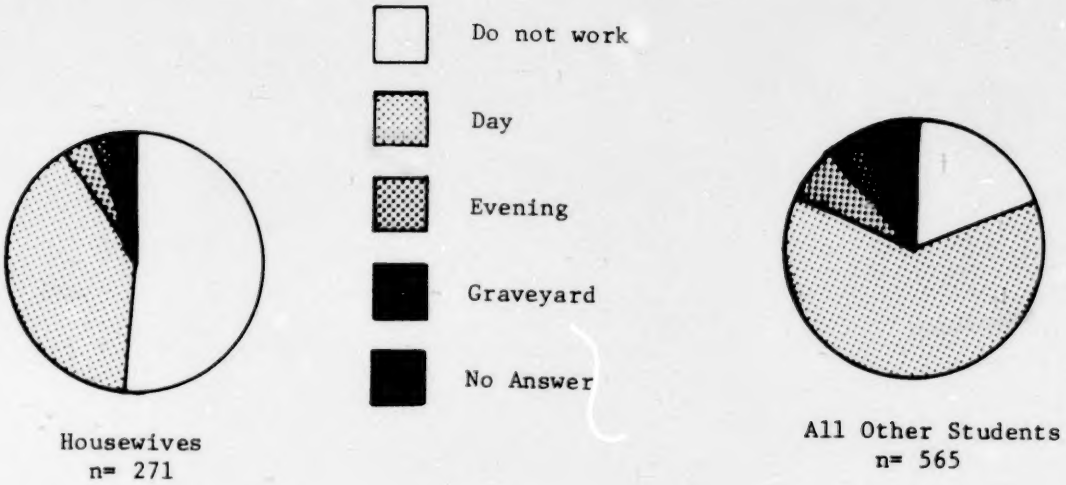
1. Age, Number of Dependents

Housewives, when compared to the balance of the spring TV student sample, are older (their average age is 37.9 years versus 36.9 years for "all other students"); twice as likely to have dependents living at home (fifteen percent have no dependents, in contrast to thirty percent of the rest of the sample), and are more likely to list larger numbers of dependents. Seventy percent of them indicate they have two or more, compared with 48 percent of "all other students."

2. Work Habits

Although virtually the same number (two-thirds) from both the housewife grouping and that of all other respondents in the sample indicated their work schedules did not vary appreciably, the response of the former to questions regarding the period of day worked the most and the number of hours worked per week was strikingly different. Figure 3 following.

BEST COPY AVAILABLE



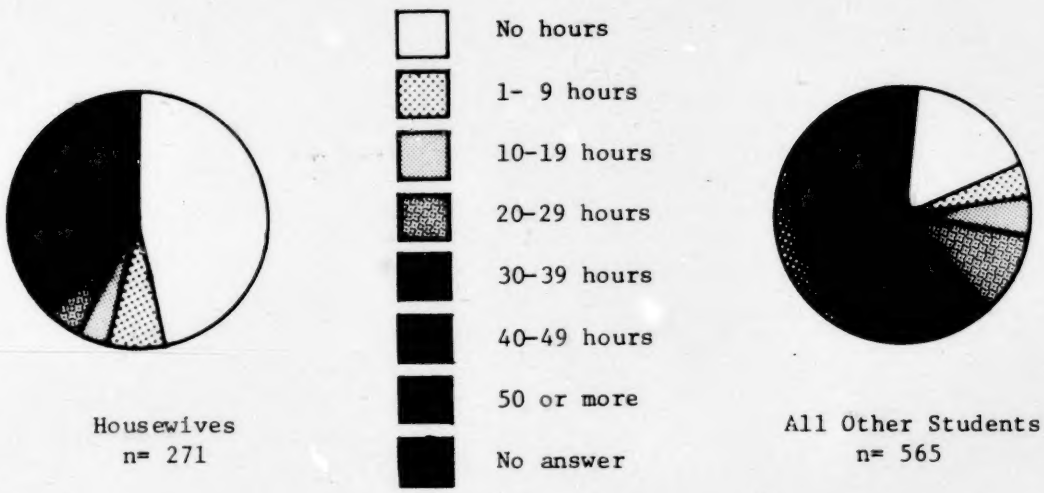


Figure 3
Work Habits of TV Students:
Housewives vs. All Other Students
Spring, 1973-74

During the two previous semesters, more than 80 percent of the housewives sampled indicated they did not work. As Figure 3 demonstrates, slightly less than half (46.5 percent) of the spring sample do not. Also, one in every ten housewives sampled prior to spring said she worked in excess of 50 hours per week. Sixteen percent of the spring sample checked this category. This fact, coupled with the distribution of response in the areas of 1-40 hours of work

per week suggests a lessening of the tendency to equate work with activities outside one's home.

3. Viewing Preferences: Days of Week, Times of Day

Figures 4 and 5 compare the preferred viewing times during both the week and the day between housewives and all other students. Both groups indicated that the days Monday through Thursday are more preferable, but a stronger concentration in the preference of housewives is evident: 66.7 percent versus 51 percent.

Differences in the daily routines between housewives and all other students are pointed out in selections of preferred hours for lesson viewing: nearly 46 percent of housewives' responses are in the "1 p.m. - 4 p.m." category (versus only 18 percent of other students' responses). The combined categories of early evening and evening (4-7 p.m. and 7-11 p.m.) received 84 percent of the "all other students' response contrasted with 59 percent of the housewives'.

Another way of comparing the viewing preferences cited by the two groups is in terms of the numbers of days and hours chosen: housewives indicated an average of 3.3 days preferred for lesson viewing, all other students an average of 2.7. Distribution of housewives' response to (categories of) times preferred averaged 1.9 categories; 1.4 on the part of all other students.

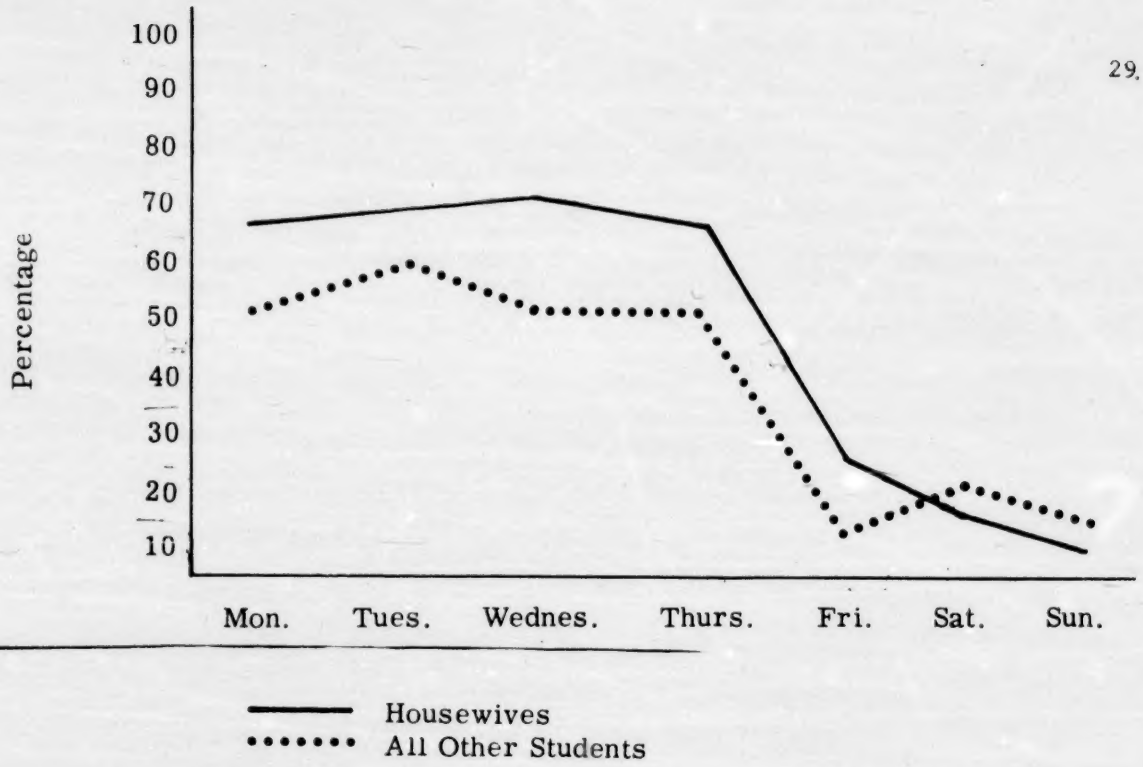


Figure 4
Preferred Days of Week for Lesson-Viewing:
Housewives vs. All Other Students
Spring, 1973-74

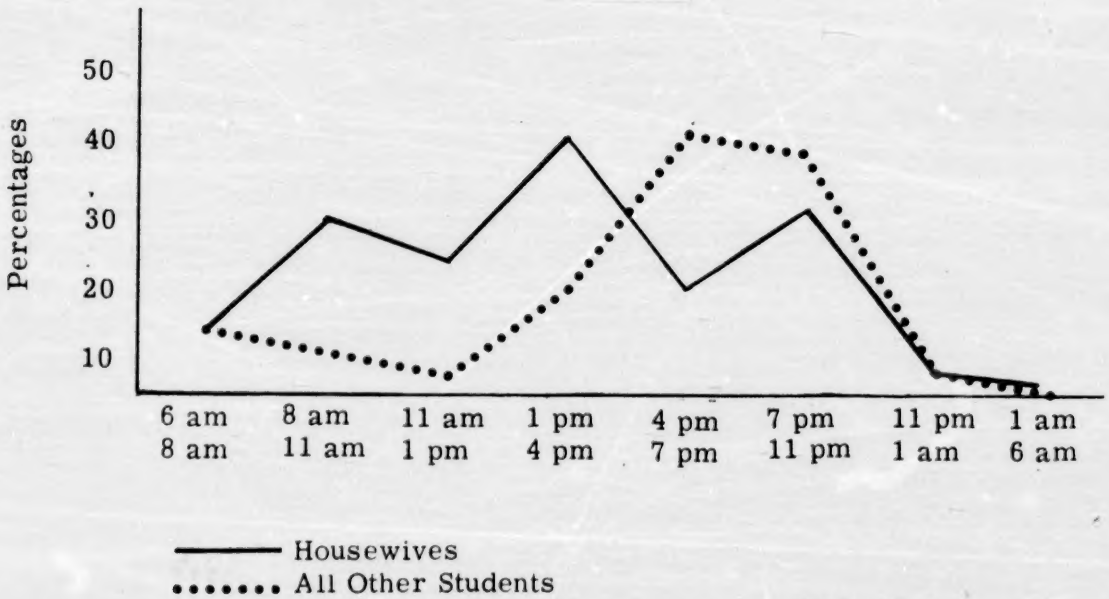


Figure 5
Preferred Times of Day for Lesson-Viewing:
Housewives vs. All Other Students
Spring, 1973-74

figures based on multiple responses.

4. Educational Background

Slightly more than one-third (35.8 percent) of the housewives sampled were also enrolled in an on-campus course during Spring semester, 1973-74. This may be compared to the 53 percent of all other students who were concurrently enrolled. Conversely, half the housewives sampled stated they do not consider themselves students by any definition and slightly more than one-third (34.3 percent) of all other students are thus categorized.

Distribution of response to the question concerning the amount of education completed shows that more housewives, proportionately, have had some college experience (63.5 percent versus 60.9 percent). The concentration of the response, however, is greater in the area of "1 - 30 units completed" for them than for all other students in the spring sample: 42.1 percent versus 33.8.

5. Reason for Enrolling in a TV Course

Asked what the main reason for enrolling in a television course was, more housewives indicate their primary concern is to earn credits. Table XXIII below.

Reason for Enrollment in TV Course	Housewives	All Other Students
	%	%
High School Credit	.7	1.1
Credit Toward Degree	49.5	41.4
Professional Advancement	5.9	20.3
General Interest	41.0	30.1
Other	2.6	2.3
No Answer	.3	4.8
Totals	100.0	100.0

Table XXIII
Reason for Enrollment in TV Course:
Housewives vs. All Other Students
Spring, 1973-74

In conducting another phase of student course evaluation--the student interviews--we spoke with 73 TV students, 21 of whom were housewives. When we asked the primary reasons for enrollment in a television course, 63.5 percent--including all the housewives sampled--indicated that "convenience" was the determining factor. (The results of all student interviews are discussed on pages 86 - 97.) This choice was not listed under "reasons for enrolling in a television course" in the post-course questionnaire and is unfortunate, considering the response it drew from students interviewed during the semester.

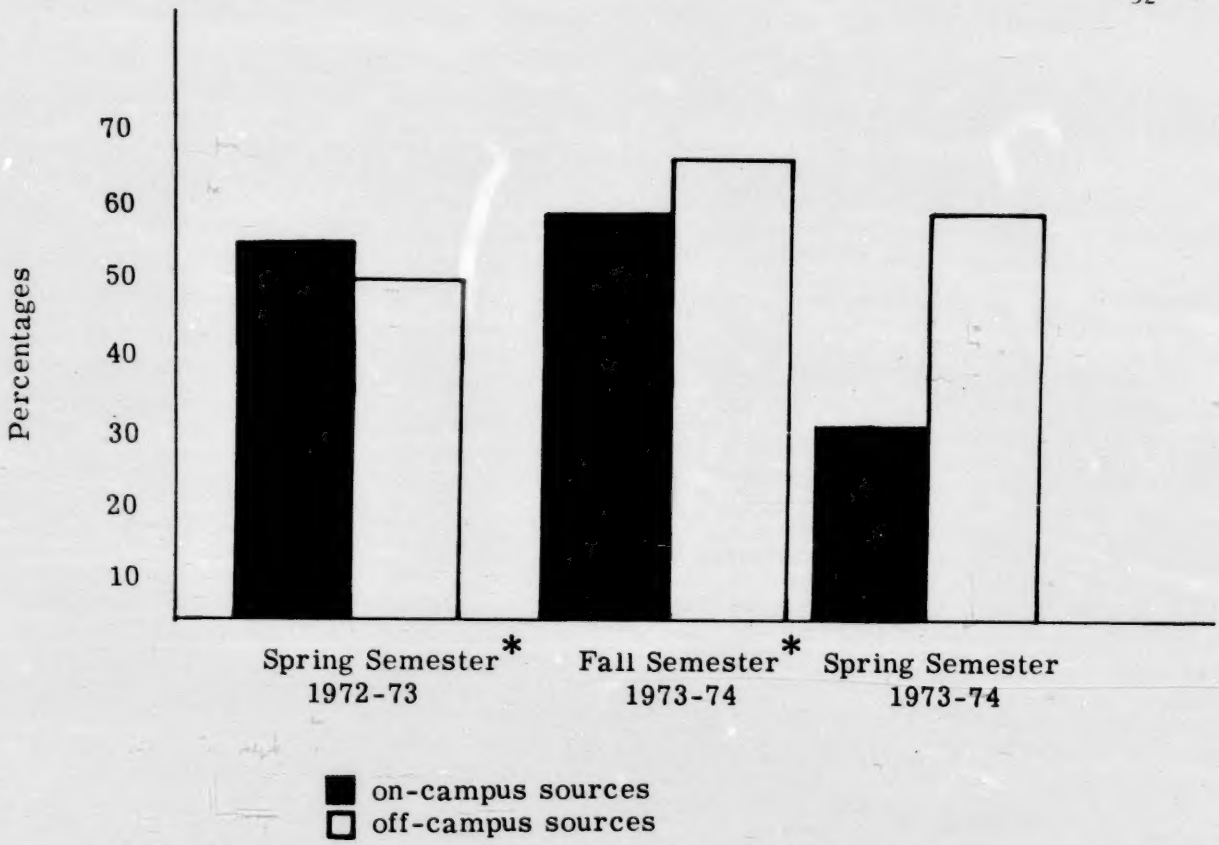
6. Completion Rates

Although more than two-thirds of the housewives sampled completed their television course, i.e., took the final examination, they are not as a group quite as likely to finish courses as are all other students. The latter grouping indicated a 75 percent completion rate; that for housewives was 68.3. All but under two percent in each grouping answered the question, i.e., "Did you take the final examination for this course?"

While completion rates and distribution of grades for all students enrolled in Spring, 1973-74, television courses are examined later in this report, it can be noted here that the percentage of those composing the spring TV student sample who completed their course is tremendously higher than that of the TV student population itself: 73 percent versus 37.6 There would seem to be, then, a rather high correlation between finishing a course and a disposition to answer a questionnaire concerning it.

Sources of Information About Television Courses

When asked how they first learned of the TV course(s) in which they subsequently enrolled, the Spring, 1973-74, student sample cited off-campus sources of information more frequently. This response confirms the trend noted the previous fall semester. Figure 6 demonstrates.



* *Due to multiple answers by some respondents, percentages exceed 100.

Figure 6
Sources of Information About Television Courses
Spring, 1973 Through Spring, 1974

When grouped according to whether the final examination was taken--and presumably, the course completed--TV student samples for each of the spring courses indicated that a larger percentage of "non-takers" (with the single exception of Family Risk Management students) first learned of their course from an off-campus source. Table XXIV compares the distribution of their response.

Spring, 1973-74 Television Courses	On-Campus Sources		Off-Campus Sources		Combined Sources	
	n	%	n	%	n	%
Anthropology						
Exam Takers	90	39.1	140	60.9	230	100.0
Non-Takers	16	30.8	36	69.2	52	100.0
Freehand Sketching						
Exam Takers	71	31.8	152	68.2	233	100.0
Non-Takers	24	27.3	64	77.7	88	100.0
Physical Geography						
Exam Takers	33	40.2	49	59.8	82	100.0
Non-Takers	10	43.5	13	56.5	23	100.0
Family Risk Management						
Exam Takers	13	68.4	6	31.6	19	100.0
Non-Takers	6	50.0	6	50.0	12	100.0
Sewing						
Exam Takers	11	30.6	25	69.4	36	100.0
Non-Takers	4	13.3	26	86.7	30	100.0
All TV Courses--Totals	278	35.0	517	65.0	795	100.0
Exam Takers	218	36.9	372	63.1	590	100.0
Non-Takers	60	29.3	145	70.7	205	100.0

Table XXIV

Sources of TV Course Information
Exam Takers vs. Non-Takers
Spring, 1973-74

On-Campus Sources

Examination of on-campus sources of information shows that both exam takers and non-takers cited a class schedule or brochure most often. When grouped by course enrollment, however, responses vary sufficiently to warrant demonstration (Table XXV following).

Course	Brochure		Class Schedule		Counselor		Announcement by Instructor		Bulletin Board		Combined Sources	
	n	%	n	%	n	%	n	%	n	%	n	%
Anthropology												
Exam Takers	31	34.4	50	55.6	2	2.2	1	1.1	6	6.7	90	100.0
Non-Takers	4	25.0	10	62.5	-	-	-	-	2	12.5	16	100.0
Freehand Sketching												
Exam Takers	30	42.3	22	31.0	1	1.4	2	2.8	16	22.5	71	100.0
Non-Takers	16	69.6	7	30.4	-	-	-	-	-	-	23	100.0
Physical Geography												
Exam Takers	12	36.4	17	51.5	4	12.1	-	-	-	-	33	100.0
Non-Takers	1	10.0	8	80.0	-	-	-	-	1	10.0	10	100.0
Family Risk Management												
Exam Takers	-	-	4	30.8	-	-	9	69.2	-	-	13	100.0
Non-Takers	-	-	-	-	-	-	3	100.0	-	-	3	100.0
Sewing												
Exam Takers	9	81.8	2	18.2	-	-	-	-	-	-	11	100.0
Non-Takers	4	50.0	2	25.0	1	12.5	1	12.5	-	-	8	100.0
All TV Courses--Totals	107	38.5	122	43.9	8	2.9	16	5.8	25	8.9	278	100.0
Exam Takers	82	37.6	95	43.6	7	3.2	12	5.5	22	10.1	218	100.0
Non-Takers	25	41.6	27	45.0	1	1.7	4	6.7	3	5.0	60	100.0

Table XXV

On-Campus Sources of Information:
Distribution of Response by Course Enrollment
Spring, 1973-74

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Off-Campus Sources

As Table XXVI makes clear, a mailed brochure was the main source of off-campus TV course information--for both takers and non-takers, although it was cited more often by those not taking the final examination. Word-of-mouth continues to be somewhat effective (the previous semester found one in every ten students learning of TV courses through a friend).

Category	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	%	%	%	%	%	%
TV Announcement						
Exam Takers	2.6	8.5	1.2	-	5.3	4.2
Non-Takers	1.9	11.1	4.3	-	8.8	7.0
Radio Announcement						
Exam Takers	.4	-	-	-	-	.2
Non-Takers	-	1.1	-	-	-	.5
Newspaper Advertisement						
Exam Takers	13.1	10.7	12.2	16.7	18.4	12.6
Non-Takers	11.3	11.1	-	23.1	17.7	11.7
Mail Brochure						
Exam Takers	32.2	28.5	30.5	-	39.5	29.2
Non-Takers	39.6	41.1	43.5	-	38.2	38.0
Friend						
Exam Takers	9.1	14.3	13.4	-	-	10.5
Non-Takers	15.1	5.6	8.7	-	2.9	7.5
Combined Sources						
Exam Takers	60.9	67.8	59.8	16.7	65.8	61.0
Non-Takers	67.9	73.3	56.5	23.1	73.5	67.1
No Answer						
Exam Takers	-	.5	-	47.2	5.3	3.3
Non-Takers	1.9	-	-	53.8	2.9	4.2

Table XXVI

Off-Campus Sources of Information
Distribution of Response by Course Enrollment
Spring, 1973-74

To further assess students' attitudes toward their TV course experiences, we asked of them the following: whether their course was of direct assistance at the time, whether they would recommend a TV course to someone else, and whether they themselves would enroll in another one. Distribution of their response, shown in Table XXVII, is grouped both by course enrollment and according to whether they took the final examination.

Category	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
	%	%	%	%	%	%
Students for Whom TV Course Provided Direct Assistance						
Exam Takers	66.5	84.4	52.4	72.2	92.1	73.1
Non-Takers	41.5	68.9	26.1	30.7	76.5	56.3
Students Recommending Course to Others						
Exam Takers	90.4	95.1	74.4	86.1	97.4	90.2
Non-Takers	88.7	93.3	60.9	69.2	85.3	85.9
Students Who Would Enroll in Another TV Course						
Exam Takers	87.4	94.6	85.4	97.2	94.7	90.8
Non-Takers	86.8	93.3	73.9	100.0	88.2	89.2

Table XXVII

Response:
Exam Takers vs. Non-Takers
Spring, 1973-74

As the table indicates, there is little apparent relationship between whether students feel their course was of direct assistance to them and their willingness both to enroll in another and to recommend TV courses to someone else. In all of the courses, as one might expect, there is a higher correlation between students

BEST COPY AVAILABLE

taking the exam and perception of assistance from the course in question. Distribution of response for the geography course shows that in all three areas of student evaluation, comparatively fewer students--those taking the final exam as well as those not taking it--endorsed the course.

III. STUDENT EVALUATION OF TELEVISION COURSES

This section of the report is concerned with student evaluation of television courses. The data were obtained through three types of sampling procedures: a post-course questionnaire, two forms of a Course Diary, and student interviews conducted mid-way through the semester. These procedures are described in some detail on pages 2-5 of the report. It should be noted here, however, that none of these respondent groups are mutually exclusive, i.e., an indeterminate number of students who returned a post-course evaluation also kept a form of the Course Diary, and all who completed a student interview maintained the "A" form of the diary.

Included in this section of the report are enrollment and completion figures and data on grade distributions. These kinds of information have been used in the past on a comparative basis between semesters and as a measurement of students' actual achievements in the courses under consideration. Of additional significance this semester is the student evaluation process for which the anthropology course served as the model (Figure 2, p.4): it demonstrates that there is a significant difference between both the withdrawal rate and the distribution of grades found in all samples which participated in some form of student evaluation during the semester and those of the control group.

Post Course Student Evaluation

All students who were enrolled in the five television courses during Spring, 1973-74, were mailed a post-course questionnaire. Eight hundred thirty six, or

25.9 percent, of the 3,320 enrollees returned the form. Table XXVIII shows the response according to course enrollment and those taking or failing to take the final exam.

	Anthropology	Freehand Sketching	Physical Geography	Family Risk Management	Sewing	All Courses
Sample Number	283	314	107	49	72	836
Percentage of Total Course Enrollment	26.9	32.8	16.5	20.1	24.8	25.9
No. of Students Taking Final Exam	230	224	82	36	38	610
No. of Students Not Taking Final Exam	53	90	23	13	34	213
No Answer	3	8	2	-	-	13

Table XXVIII

Post-Course Evaluation Student Sample
Distribution by Course Enrollment
Exam Takers vs. Non-Takers
Spring, 1973-74

One section of the post-course evaluation form requested students to rank various aspects of the course on the following scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent. And, because a student who completes his course (takes the final examination) tends to assess his experience somewhat differently, all responses were grouped according to whether or not the final was taken. Mean scores were then calculated from the rank distribution by both groups and are presented on a comparative basis for each course.

BEST COPY AVAILABLE

1. Anthropology

In all but one of the variables, the response of students who took the final examination for this course resulted in higher mean scores than that of students who did not. The single exception was that in which "non-takers" assigned a higher ranking to "TV Lessons" than did students who took the final.

	Exam Takers	Non-Takers	Combined Scores
Sample Number	230	53	383
Category	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Text	4.24	4.18	4.23
2. Syllabus	4.40	4.18	4.36
3. Amount and kind of information provided by facilitator	3.88	3.74	3.86
4. Content of Exams	3.94	3.75	3.92
5. Scheduling of Exams	4.06	3.14	3.94
6. Grading Procedures	3.83	3.64	3.81
7. TV Lessons	4.29	4.40	4.31
8. Pace of TV Lessons	4.04	3.94	4.03
9. Schedule of TV Broadcasts	4.01	3.48	3.92
10. Quality of TV Reception	4.05	3.76	3.99
11. Scope and balance of information presented in lesson	4.18	3.89	4.13
12. Relevance of course materials for your needs	4.16	3.82	4.10
13. Visiting experts and guests on TV lesson	4.25	4.07	4.22
14. Overall Academic Quality	4.27	4.06	4.23
15. Rating of this course compared to others taken	4.16	3.78	4.09

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

Table XXIX

Mean Scores
Anthropology Post-Course Evaluation
Spring, 1973-74

2. Freehand Sketching

Table XXX compares the ranking of course components by those taking the final exam and those who did not. It will be noticed that, as was the case with the anthropology student sample, non-takers in Freehand Sketching assigned the only high ranking to "TV Lessons."

	Exam Takers	Non-Takers	Combined Scores
Sample Number	224	90	314
Category	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Text	4.39	4.27	4.37
2. Syllabus	4.31	4.05	4.25
3. Amount and kind of information provided by facilitator	4.04	3.80	3.99
4. Content of Exams	4.19	4.10	4.19
5. Scheduling of Exams	4.28	3.63	4.18
6. Grading Procedures	4.10	3.60	4.05
7. TV Lessons	4.36	4.42	4.38
8. Pace of TV Lessons	3.68	3.40	3.61
9. Schedule of TV Broadcasts	4.25	3.78	4.12
10. Quality of TV Reception	4.05	4.03	4.05
11. Scope and balance of information presented in lesson	4.42	4.16	4.35
12. Relevance of course materials for your needs	4.35	4.07	4.27
13. Visiting experts and guests on TV lesson	3.94	3.51	3.87
14. Overall Academic Quality	4.37	4.14	4.31
15. Rating of this course compared to others taken	4.31	3.92	4.21

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

Table XXX

Mean Scores
Freehand Sketching Post-Course Evaluation
Spring, 1973-74

BEST COPY AVAILABLE

3. Physical Geography

Physical Geography was the only spring television course to have been offered during a previous semester. Table XXXI compares the mean scores where available from both the Spring, 1972-73 and 1973-74 geography student samples. Exam takers from both semesters ranked the majority of the course components higher than did those not taking the final. When the behavior of each set of exam takers is contrasted, those from the latter sample gave eight of the twelve variables available for comparison a higher ranking. Half of those components received a lower ranking from those not taking the exam in Spring, 1973-74. Non-takers from both samples assigned the same mean scores to the content and scheduling of exams; the difference in ranking these two components, however, is greater between takers and non-takers in Spring, 1973-74 than between those in the previous sample.

Overall, Geography received a slightly more favorable response the second time it was offered. Mean scores in areas such as the function of the course facilitator and the comparison for Geography with other courses taken indicate that problems present in Spring, 1972-73 were still there in Spring, 1973-74. Perhaps most significant is the fact that any analysis of post-course student response to the course--both time it was offered--occurs wholly within the range of the value of "3" (adequacy) only.

Table XXXI follows:

BEST COPY AVAILABLE

	Exam Takers Sp. 73	Exam Takers Sp. 74	Non-Takers Sp. 73	Non-Takers Sp. 74	Combined Scores Sp. 73	Combined Scores Sp. 74
Sample Number	(163)	(82)	(66)	(23)	(229)	(107)
Category	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Text	-	3.7	-	3.4	-	3.7
2. Syllabus	-	4.2	-	3.6	-	4.1
3. Amt. & Kind of Info. provided by Facilitator	3.7	3.5	3.1	2.8	3.5	3.4
4. Content of Exams	3.3	3.7	3.1	3.1	3.2	3.6
5. Scheduling of Exams	3.5	3.6	3.2	3.2	3.4	3.5
6. Grading Procedures	3.6	3.6	3.0	3.2	3.4	3.6
7. TV Lessons	3.4	3.6	3.4	3.2	3.4	3.5
8. Pace of TV Lessons	3.2	3.3	3.0	3.9	3.1	3.3
9. Schedule of TV Broadcasts	3.1	3.9	2.8	3.6	3.0	3.8
10. Quality of TV Reception	3.9	3.7	3.9	4.0	3.9	3.7
11. Scope & Balance of Info. Presented in Lesson	3.3	3.6	3.6	3.2	3.4	3.5
12. Relevance of Course Materials for Your Needs	-	3.6	-	3.5	-	3.6
13. Visiting Experts and Guests on TV Lesson	3.3	3.6	3.8	3.5	3.4	3.6
14. Overall Academic Quality	3.5	3.6	3.6	3.4	3.4	3.6
15. Rating in This Course Compared to Others Taken	3.4	2.3	3.3	3.1	3.4	3.3

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

Table XXXI

Mean Scores
Physical Geography Post-Course Evaluation
Spring, 1972-73 & Spring, 1973-74

4. Family Risk Management

Students taking the final examination ranked two-thirds of the course variables at a higher level than did students not taking the final examination. Reasons underlying the higher ranking by non-takers for two aspects of the course are readily understandable. The mean score of 4.5 assigned to the information provided by the course facilitator is based on the response of two people, both of whom found the facilitator easy to contact. The remainder of those sampled

BEST COPY AVAILABLE

who did not take the final in Family Risk Management had no occasion to contact the facilitator. Another variable of course evaluation--that concerning the quality of TV reception--has no necessary relationship to whether the respondent took the final examination.

Although 50 percent of the students enrolled in Family Risk Management were invited to maintain a Course Diary, so few responded (finally, only seven students) that discussion of this data is excluded from the following section of the report.

	Exam Takers	Non-Takers	Combined Scores
Sample Number	36	13	49
Category	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Text	3.47	3.57	3.49
2. Syllabus	4.00	4.00	4.00
3. Amount and kind of information provided by facilitator	3.75	4.50	3.86
4. Content of Exams	3.36	3.00	3.33
5. Scheduling of Exams	3.92	3.50	3.86
6. Grading Procedures	3.59	3.25	3.55
7. TV Lessons	4.00	4.12	4.02
8. Pace of TV Lessons	3.97	3.71	3.93
9. Schedule of TV Broadcasts	3.89	3.62	3.84
10. Quality of TV Reception	3.83	4.12	3.89
11. Scope and balance of information presented in lesson	3.86	4.14	3.91
12. Relevance of course materials for your needs	3.91	3.87	3.91
13. Visiting experts and guests on TV lesson	3.65	3.62	3.64
14. Overall Academic Quality	3.83	4.14	3.88
15. Rating of this course compared to others taken	3.61	4.12	3.71

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

Table XXXII
Mean Scores
Family Risk Management Post-Course Evaluation
Spring, 1973-74

5. Sewing

Nearly one-fourth of the course aspects were assigned a higher ranking by students who did not take the final examination. A mean score of 4.12 for "exams" clearly refers to the mid-term examination and suggests that whatever the difficulties encountered by the non-takers, they were able to evaluate this test on a basis apart from its scheduling and grading aspects, both of which received a lower ranking.

	Exam Takers	Non-Takers	Combined Scores
Sample Number	38	34	72
Category	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Text	3.64	2.64	3.14
2. Syllabus	3.34	3.17	3.29
3. Amount and kind of information provided by facilitator	4.33	4.00	4.22
4. Content of Exams	3.97	4.12	4.00
5. Scheduling of Exams	3.97	3.62	3.88
6. Grading Procedures	4.09	3.75	4.02
7. TV Lessons	4.14	4.22	4.17
8. Pace of TV Lessons	3.74	3.19	3.51
9. Schedule of TV Broadcasts	4.05	3.83	3.96
10. Quality of TV Reception	4.08	3.77	3.94
11. Scope and balance of information presented in lesson	3.94	3.75	3.86
12. Relevance of course materials for your needs	3.86	3.87	3.86
13. Visiting experts and guests on TV lesson	3.97	4.19	4.04
14. Overall Academic Quality	4.19	4.15	4.18
15. Rating of this course compared to others taken	4.07	3.86	3.96

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

Table XXXIII

Mean Scores
Sewing Post-Course Evaluation
Spring, 1973-74

Non-takers sampled from the sewing class, as well as non-takers from all asses but geography, assigned the variable "TV Lesson" a higher ranking than d those who took the final examination. The only explanation at hand is at st tentative. Stemming from remarks proffered by anthropology students only, is mentioned here with that qualification. Some of the anthropology students terviewed felt their lessons to have what could be termed a high "entertainment ctor," which was perceived to be somewhat distracting.

urse Diary (Forms A and B)

It is interesting to note that, asked if they maintained a Course Diary ring the semester, 23 percent of all students sampled through the post-course estionnaire indicated they had. When compared with the number of students who d in fact keep one or the other form of the diary, this response can only be rmed wildly inaccurate. And, since all questionnaires were returned on an onymous basis, one can only speculate on the reasons prompting a response so consistent with the actual figures (see Table I).

Students who did maintain one or the other form of a Course Diary ranked rious course components on a lesson-by-lesson basis. Since many of the same riables were also ranked by the post-course student sample on an overall basis, have compared these responses in order to see if any significant differences isted.

Additional purposes to which data gathered from Course Diaries have been t are described as follows:

Lesson Analysis

As a means of identifying those lessons* within each course under consi- ration which were rated substantially above and below average by the students

*itles of each lesson are given in full in Appendices H through J.

keeping Course Diaries, a criterion level was established for each of the ten evaluation criterion. The interval was set as one standard deviation above and below the mean course evaluation score for that criterion. All lesson evaluation scores falling outside that interval are considered to be sufficiently better or worse than the average score to warrant attention. Instances of lesson evaluations which fall outside the established criterion levels are discussed along with each course presentation.

When combining several criteria to form more general evaluation scales, the mean scores for each criterion were added together. The standard deviation for the resulting aggregate scale is calculated by summing the variances of each criterion included in the scale and then taking the square root of the sum. We designed two categories of this type: one which contains aspects of the lesson itself (TV Lesson Criteria) and one which includes materials supplementing the lesson (Reading Criteria). Data obtained from this procedure are presented in Tables L and LI: "TV Lesson Components: Content, Scope & Balance, Face, Overall Academic Quality; Physical Geography, Freehand Sketching, Anthropology; Spring, 1973-74," (page 78) and "Reading Components: Text & Syllabus; Physical Geography, Freehand Sketching, Anthropology; Spring, 1973-74," (page 79).

TV Course Viewing Patterns

Students who kept the "A" form of the Course Diary furnished the following information on what may be termed TV student "lesson-viewing behavior;" the name, day, time, channel, and location of each lesson being evaluated. If the lesson was viewed a second time, the same information was obtained. These data are presented for each course and, reflecting as they do student lesson-viewing options within the framework of actual scheduling, are also compared with information gathered on student viewing <u>preferences</u> (by days of the week and times during the day).

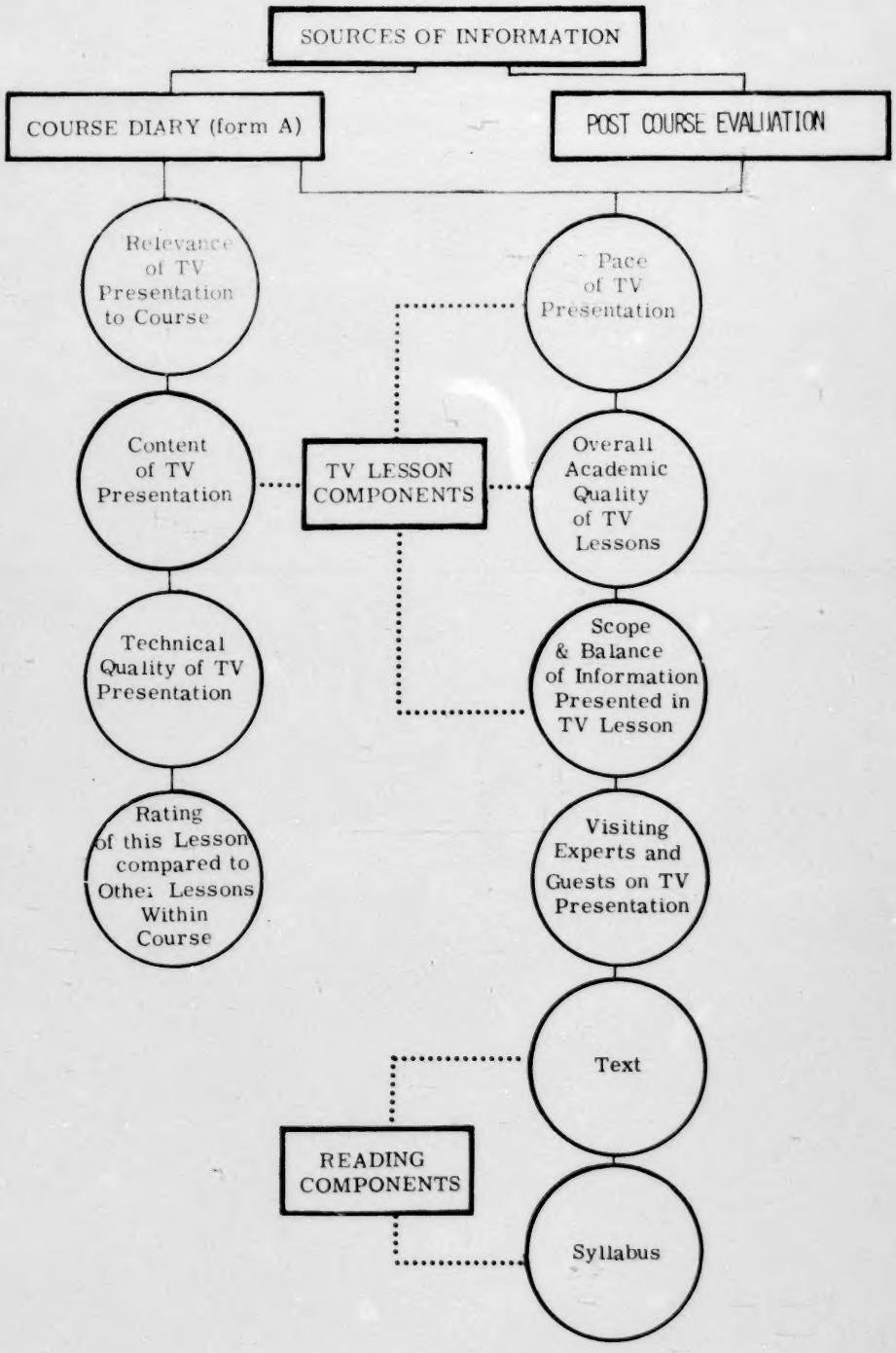

SOURCES OF INFORMATION
COURSE DIARY (form A)
POST COURSE EVALUATION
Relevance of TV Presentation to Course
Content of TV Presentation
Technical Quality of TV Presentation
Rating of this Lesson compared to Other Lessons Within Course
TV LESSON COMPONENTS
Pace of TV Presentation
Overall Academic Quality of TV Lessons
Scope & Balance of Information Presented in TV Lesson
Visiting Experts and Guests on TV Presentation
READING COMPONENTS
Text
Syllabus

Figure 7

Sources of Information:
Evaluation Procedures
for
Freehand Sketching
Physical Geography
Family Risk Management

1. Physical Geography

Table XXXIV shows the mean scores assigned to those course components asked about in the Course Diary, as well as those--where present--from the post-course evaluation sample. Both text and syllabus were assigned a slightly lower rating by those keeping the Course Diary; the balance of course variables available for comparison, with the exception of that for "Visiting Experts and Guests," are ranked higher by diary keepers. With regard to ".. Experts and Guests ...," most of the geography students sampled in the post-course evaluation indicated this aspect of the course was "not used or observed," while lesson analysis revealed that the size of response from Course Diary keepers fell sharply for this variable in all lessons except numbers 5, 8, 14, 18, 24, 28, and 37.

Category	Course Diary Evaluation	Post-Course Evaluation
	$\bar{x}$	$\bar{x}$
a) Content of TV Presentation	3.81	-
b) Pace of TV Presentation	3.54	3.25
c) Relevance of TV Presentation to Course	3.93	-
d) Text	3.59	3.68
e) Syllabus	3.83	4.08
f) Technical Quality of TV Presentation	3.70	-
g) Scope and Balance of Information Presented in TV Lesson	3.73	3.54
h) Visiting Experts and Guests in TV Lesson	3.43	3.57
i) Rating of Lesson Compared with Others in Course	3.71	-
j) Overall Academic Quality of Lesson	3.73	3.60

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

Table XXXIV

Mean Scores
Comparison of Course Diary Evaluations
and Post-Course Student Evaluations
Geography
Spring, 1973-74

BEST COPY AVAILABLE

Lesson Number	Sample Number	Content of Presentation	Pace of TV Presentation	Relevance of Presentation to Course	Text Readings for Lesson	Syllabus Readings for Course
		$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1 - 3	No Response					
4	12	3.67	3.33 -	3.75	3.50	3.91
5	10	3.90	3.67	4.22 +	3.89 +	4.11 +
6	8	4.25 +	3.75 +	3.75	3.29 -	3.75
7	15	3.67	3.33 -	4.13 +	4.17 +	3.92
8	16	3.69	3.44	3.87	4.09 +	3.82
9	15	3.80	3.40	4.20 +	3.85	3.69
10	11	3.73	3.64	4.00	3.78	3.67
11	16	4.12 +	3.62	4.07	3.62	4.00
12	16	4.12 +	3.94 +	4.29 +	3.86	4.07 +
13	24	4.04	3.58	4.12	3.65	3.95
14	25	3.28 -	2.96 -	3.60 -	3.43	3.78
15	25	3.92	3.60	4.16 +	4.04 +	4.00
16	25	3.92	3.68	4.04	3.83	3.96
17	30	4.22 +	3.76 +	4.12	3.90 +	3.87
18	22	4.00	3.68	4.09	3.81	3.95
19	20	3.95	3.65	3.93	3.80	3.94
20	22	4.09 +	3.77 +	4.00	3.82	3.83
21	19	3.84	3.58	3.89	3.71	3.67
22	20	3.50 -	3.42	3.65 -	3.55	3.53 -
23	20	3.55 -	3.42	3.65 -	3.68	3.59 -
24	21	3.76	3.65	3.95	3.32 -	3.61 -
25	14	3.79	3.57	3.93	3.57	3.85
26	14	4.14 +	3.64	4.00	3.86	4.15 +
27	14	3.71	3.50	3.69 -	3.86	4.00
28	19	3.79	3.32 -	4.06	3.56	3.82
29	16	3.53 -	3.47	3.79	3.47	3.73
30	13	3.62	3.54	3.92	3.62	3.92
31	18	3.59	3.24 -	3.78	3.20 -	3.50 -
32	16	3.50 -	3.37	3.75	3.33 -	3.62 -
33	14	3.79	3.36	3.79	3.36 -	3.62 -
34	12	4.00	3.67	4.00	3.45	3.60 -
35	13	3.85	3.54	3.85	3.50	3.67
36	10	3.90	3.60	3.90	3.50	3.50 -
37	16	4.00	3.56	4.19 +	3.80	4.07 +
38	17	3.76	3.59	3.88	3.47	3.88
39	14	3.79	3.57	4.07	3.57	3.85
40	16	3.75	3.37	3.62 -	3.37 -	3.93
41	16	3.44 -	3.40 -	3.56 -	3.62	3.87
42	13	3.92	3.62	3.85	3.77	4.08 +
43-45	No Response					
Criterion Range		3.59 - 4.04	3.36 - 3.71	3.74 - 4.12	3.42 - 3.88	3.65 - 4.01

Table XXXV is continued on the next page.

BEST COPY AVAILABLE

Lesson Number	Sample Number	Technical Quality of TV Presentation	Scope & Bal. of Info. Presented in TV Lesson	Visiting Experts & Guests in TV Presentation	Rating of Lesson Compared w/ Others in Course	Overall Academic Quality of Lesson
		$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1 - 3	No Response					
4	12	3.83	3.75	3.00	3.73	3.64
5	10	4.00	4.10 +	3.87	4.12 +	4.00 +
6	8	3.75	4.00 +	4.43 +	4.12 +	4.12 +
7	15	3.93 +	3.67	3.00	3.64	3.80
8	16	3.75	3.56	4.31 +	3.81	3.62
9	15	3.38 -	3.60	0.00	3.67	3.67
10	11	3.82	3.50 -	3.75	3.60	3.80
11	16	4.00 +	3.87	3.75	3.87	3.80
12	16	4.12 +	3.93	3.75	4.06 +	3.93
13	24	3.87	3.92	3.71	3.92	4.00 +
14	25	3.52	3.12 -	2.64	2.96 -	3.24 -
15	25	3.80	3.88	3.75	3.80	3.88
16	25	3.52	3.68	2.83	3.72	3.96 +
17	30	3.84	3.87	2.86	3.80	3.88
18	22	3.73	3.91	3.95	3.95	3.95 +
19	20	3.45 -	3.75	3.25	3.80	3.80
20	22	3.77	3.86	3.60	3.91	3.77
21	19	3.63	3.68	3.00	3.63	3.53
22	20	3.50 -	3.50 -	3.40	3.35 -	3.50 -
23	20	3.60	3.55	3.00	3.50	3.60
24	21	3.81	3.90	4.39 +	4.10 +	3.86
25	14	3.64	3.86	3.25	3.71	3.79
26	14	3.93 +	3.93	3.33	4.00 +	4.07 +
27	14	3.50 -	3.64	3.67	3.43 -	3.64
28	19	3.68	3.74	3.37	3.37 -	3.58
29	16	3.50 -	3.64	3.50	3.60	3.60
30	13	3.69	3.62	3.00	3.54	3.62
31	18	3.82	3.71	3.00	3.59	3.59
32	16	3.37 -	3.53	3.50	3.50	3.50 -
33	14	3.77	3.38 -	3.00	3.50	3.64
34	12	3.50 -	4.25 +	5.00 +	3.92	4.00 +
35	13	3.69	3.62	5.00 +	3.54	3.62
36	10	3.50 -	3.80	5.00 +	3.60	3.60
37	16	3.81	4.00 +	4.19	4.00 +	3.94 +
38	17	3.56	3.59	3.25	3.53	3.41 -
39	14	3.79	3.71	3.50	3.57	3.57
40	16	3.62	3.56	3.00	3.69	3.56
41	16	3.53	3.56	2.67	3.56	3.40
42	13	3.77	3.62	2.33 -	3.69	3.69
43-45	No Response					
Criterion Range		3.52 - 3.88	3.52 - 3.94	2.57 - 4.29	3.46 - 3.95	3.52 - 3.93

Table XXXV
Mean Scores, Geography
Lesson Analysis, Spring, 1973-74

As the previous table illustrates, the most striking examples of lesson evaluation to fall outside the established criterion range are:

Rated consistently high

Lesson No. 5: "The Quaking Earth"

Lesson No. 6: "Faulting and Folding"

Lesson No. 12: "Weathering of Rocks"

Lesson No. 26: "Latent Energy of the Atmosphere"

Lesson No. 37: "Soil Formation Processes"

Rated consistently low

Lesson No. 14: "Erosion-Leveling by Gravity"

Lesson No. 22: "Solar Energy and the Earth's Response"

Lessons in which three or more variables fell below the established criterion range are:

Lesson No. 23: "The Air We Breathe"

Lesson No. 27: "Clouds: Sign Posts Aloft"

Lesson No. 31: "Catastrophic Weather"

Lesson No. 32: "Climatic Patterns of the Low Altitudes"

Lesson No. 33: "Middle and High Latitudes Climatic Patterns"

Lesson No. 41: "Major Vegetation Patterns of the Biosphere"

The frequency with which ranking of course variables, when considered in terms of the course overall, fell outside the established criterion levels is demonstrated in Table XXVI along with their "high - low" distribution.

BEST COPY AVAILABLE

Category	Frequency of Occurance Outside Criterion Level	Above Criterion Level	Below Criterion Level
	%	%	%
a) Content of TV Presentation	30.8	50.0	50.0
b) Pace of TV Presentation	25.6	40.0	60.0
c) Relevance of TV Presentation to Course	30.8	50.0	50.0
d) Text Readings for Lesson	28.2	44.5	54.5
e) Syllabus Readings	33.3	38.5	61.5
f) Technical Quality of TV Presentation	30.8	33.3	66.7
g) Scope and Balance of Information Presented in TV Lesson	20.5	50.0	50.0
h) Visiting Experts and Guests in TV Presentation	17.9	85.7	14.3
i) Rating of this Lesson Compared With Others in Course	25.6	60.0	40.0
j) Overall Academic Quality of Lesson	30.8	66.7	33.3

Table XXXVI

Description:
Frequency of Occurence Outside Criterion Level
Physical Geography Spring, 1973-74

The evaluation scales, "TV Lesson Criteria" and "Reading Criteria," for Physical Geography are presented in Tables L and LI in conjunction with those for the other courses under consideration.

Course Diary (Form A)
Physical Geography, Spring, 1973-74

Part I

Lesson Number	n	First Lesson Viewing: Days of Week								First Lesson Viewing: Times of Day					
		Mon.	Tu.	Wed.	Th.	Fri.	Sat.	Sun.	N/A	6-9:59	10-11:59	12-2:59	3-5:59	6-8:59	N/A
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
1-3	0														
4	17	47.1	-	-	5.9	-	-	35.3	11.7	-	-	-	70.6	17.6	11.8
5	16	6.3	-	50.0	-	-	-	43.7	-	-	6.3	-	81.3	12.5	-
6	16	6.3	-	-	-	43.8	-	43.8	6.3	-	6.3	-	62.5	18.6	12.5
7	11	54.5	9.1	-	-	-	-	36.4	-	18.2	9.1	-	54.4	18.2	-
8	16	25.0	-	43.8	-	-	-	31.3	-	6.3	-	-	75.0	18.8	-
9	16	-	-	6.3	-	68.8	-	25.0	-	12.5	-	-	62.5	25.0	-
10	24	62.5	-	4.2	-	-	-	33.3	-	4.2	4.2	-	66.7	25.0	-
11	25	4.0	4.0	48.0	-	-	4.0	36.0	4.0	4.0	4.0	-	64.0	28.0	-
12	25	8.0	4.0	8.0	-	44.0	-	36.0	-	8.0	4.0	-	56.0	32.0	-
13	25	68.0	-	8.0	-	-	-	20.0	-	12.0	-	-	60.0	28.0	-
14	25	-	-	56.0	-	8.0	-	36.0	-	8.0	-	-	64.0	28.0	-
15	22	9.1	-	-	-	50.0	-	36.4	4.5	9.1	-	-	59.1	27.3	4.5
16	20	60.0	-	5.0	-	-	-	30.0	5.0	5.0	-	-	55.0	40.0	-
17	22	13.6	-	54.5	-	4.5	-	27.3	-	4.5	-	-	68.2	27.3	-
18	19	10.5	-	-	-	42.1	-	36.8	10.5	10.5	-	-	63.2	26.3	-
19	20	80.0	-	-	-	-	-	20.0	-	5.0	-	-	60.0	35.0	-
20	20	-	-	65.0	-	-	-	30.0	-	5.0	-	-	65.0	30.0	-
21	21	9.5	4.7	-	-	52.4	-	33.3	-	9.5	-	-	76.2	14.3	-
22	14	50.0	-	14.3	-	-	-	35.7	-	14.3	-	-	64.3	21.4	-
23	14	7.1	-	14.3	-	7.1	-	21.4	50.0	7.1	-	-	35.7	7.1	50.0
24	14	7.1	-	7.1	-	42.9	-	42.9	-	-	7.1	-	71.4	21.4	-
25	19	63.2	-	5.3	-	-	-	31.6	-	10.5	5.3	5.3	52.6	26.3	-
26	15	-	-	46.7	-	6.7	-	46.7	-	6.7	6.7	6.7	66.7	13.3	-
27	14	7.1	-	-	7.1	42.9	-	42.9	-	7.1	7.1	7.1	71.4	7.1	-
28	17	41.2	-	5.9	-	-	-	52.9	-	5.9	5.9	5.9	64.7	17.6	-
29	16	6.3	-	6.3	-	-	-	62.5	-	-	-	25.0	18.8	12.5	43.8
30	14	-	-	7.1	-	21.4	-	71.4	-	-	7.1	-	85.7	7.1	-
31	5	60.0	-	20.0	-	-	-	20.0	-	20.0	-	20.0	-	60.0	-
32	3	33.3	-	33.3	-	-	-	33.3	-	33.3	-	33.3	-	33.3	-

Part I continued on next page.

BEST COPY AVAILABLE

Part I continued

Lesson Number	n	First Lesson Viewing: Days of Week								First Lesson Viewing: Times of Day					
		Mon.	Tu.	Wed.	Th.	Fri.	Sat.	Sun.	N/A	6-9:59	10-11:59	12-2:59	3-5:59	6-8:59	N/A
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
33	2	-	-	-	-	50.0	-	50.0	-	-	-	-	50.0	50.0	-
34	16	62.5	-	-	-	-	-	37.5	-	-	-	6.3	56.3	37.5	-
35	17	-	5.9	64.7	-	-	-	29.4	-	-	5.9	58.8	35.3	-	-
36	14	-	7.1	7.1	-	42.9	-	42.9	-	-	-	-	85.7	14.3	-
37	16	50.0	-	18.8	-	-	-	31.3	-	-	-	6.3	68.8	25.0	-
38	15	6.7	-	60.0	-	6.7	-	26.7	-	-	-	6.3	56.3	31.3	6.3
39	13	-	7.7	-	7.7	53.9	-	30.8	-	7.7	-	-	69.2	23.1	-
40	9	55.6	-	-	-	11.1	-	33.3	-	-	11.1	-	66.7	22.2	-
41	12	16.7	8.3	41.7	-	-	-	33.3	-	8.3	-	58.3	33.3	-	-
42	10	20.0	-	10.0	-	30.0	-	40.0	-	-	-	-	80.0	10.0	10.0
43	8	50.0	-	-	-	-	-	50.0	-	-	-	12.5	62.5	12.5	12.5
44	12	-	8.3	66.7	-	-	-	25.0	-	8.3	-	8.3	50.0	33.3	-
45	9	-	-	11.1	-	44.4	-	44.4	11.1	-	11.1	77.8	-	-	-

Part II is following on next page.

BEST COPY AVAILABLE

Part II

Lesson Number	n	Second Lesson Viewing: Day of Week							Second Lesson Viewing: Time of Day				
		Mon.	Tu.	Wed.	Th.	Fri.	Sat.	Sun.	6-9:59	10-11:59	12-2:59	3-5:59	6-8:59
		%	%	%	%	%	%	%	%	%	%	%	%
1-12	0												
13	5	-	-	-	-	-	-	100.0	-	-	-	100.0	-
14	2	-	-	-	-	-	-	100.0	-	-	-	100.0	-
15	2	-	-	-	-	-	-	100.0	-	-	-	100.0	-
16	1	-	-	-	-	-	-	100.0	-	-	-	100.0	-
17	1	-	-	-	-	-	-	100.0	-	-	-	100.0	-
18	2	-	-	50.0	-	-	-	50.0	-	-	-	50.0	50.0
19	1	-	-	-	-	-	-	100.0	-	-	-	100.0	-
20	1	-	-	-	-	-	-	100.0	-	-	-	100.0	-
21	2	-	-	-	-	-	-	100.0	-	-	-	100.0	-
22-24	0	-	-	-	-	-	-	-	-	-	-	-	-
25	1	-	-	-	-	-	-	100.0	-	-	-	100.0	-
26	1	-	-	-	-	100.0	-	-	-	-	-	-	100.0
27-31	0	-	-	-	-	-	-	-	-	-	-	-	-
32	1	-	-	100.0	-	-	-	-	-	-	-	-	100.0
33-45	0	-	-	-	-	-	-	-	-	-	-	-	-

Broadcast Schedule: Physical Geography

KOCE, Channel 50:

Monday----------3:00 p.m., 7:00 p.m.*
Wednesday----------3:00 p.m., 7:00 p.m.*
Friday----------3:00 p.m., 7:00 p.m.*
Sunday----------3:00 - 4:30 p.m.*

KABC, Channel 7:

Monday----------6:30 a.m.
Wednesday----------6:30 a.m.
Friday----------6:30 a.m.

*Repeat

Table XXXVII
TV Student Lesson Viewing Patterns
1st & 2nd Viewings
Physical Geography, Spring, 1973-74

BEST COPY AVAILABLE

	Days of Week							Times of Day		
	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.	Sun.	A.M.	P.M.	Eve.
	%	%	%	%	%	%	%	%	%	%
Actual Viewing Behavior (Course Diary)	24.9	.8	18.7	.4	16.1	.2	36.2	9.3	64.0	22.9
Viewing Preferences (Post-Course Evaluation)	19.4	18.7	15.1	15.8	8.6	7.9	14.4	41.9	6.8	51.3

Table XXXVIII

Distribution of Response
Viewing Behavior vs. Viewing Preferences
Geography, Spring, 1973-74

The number of Tuesday, Thursday, and Saturday viewings shown in the distribution of student lesson-viewing (Table XXXVII) were shown to be among those which occurred at campus media centers. All other viewings, with virtually no exceptions, took place in students' own homes. Approximately 6.4 percent of the time, Physical Geography was seen on KABC, Channel 7; 87 percent on KOCE.

2. Freehand Sketching

Table XXXIX presents the mean scores assigned by Course Diary keepers to various course components, as well as those--where present--from the post-course evaluation sample. All variables available for comparison were assigned a higher mean score by the post-course evaluators. With regard to "Visiting Experts and Guests," most of these students indicated this aspect of the course was "Not Used or Observed," while Course Diary students left the space blank except for lessons 21 and 25. As lesson analysis for Freehand Sketching shows (Table XL, pp. 58-59), these two lessons were assigned mean scores of 4.08 and 4.00 respectively.

Category	Course Diary Evaluation	Post-Course Evaluation
	$\bar{x}$	$\bar{x}$
a) Content of TV Presentation	4.17	-
b) Pace of TV Presentation	3.59	3.61
c) Relevance of TV Presentation to Course	4.32	-
d) Text	4.03	4.37
e) Syllabus	4.08	4.25
f) Technical Quality of TV Presentation	3.88	-
g) Scope and Balance of Information Presented in TV Lesson	4.03	4.35
h) Visiting Experts and Guests in TV Presentation	1.57	3.87
i) Rating of Lesson Compared With Others in Course	4.01	-
j) Overall Academic Quality of Lesson	4.00	4.31

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

Table XXXIX

Comparison of Course Diary Evaluations
and Post-Course Student Evaluations
Freehand Sketching
Spring, 1973-74

BEST COPY AVAILABLE

Freehand Sketching
Lesson Evaluation

Lesson Number	Sample Number	Content of Presentation	Pace of TV Presentation	Relevance of Presentation to Course	Text Readings for Lesson	Syllabus Readings for Course
		$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1	14	4.64 +	3.71	4.62 +	4.00	4.00
2	17	4.47 +	3.71	4.59 +	3.70 -	4.00
3	29	4.43 +	3.48	4.59 +	4.12	4.12
4	26	4.37 +	3.56	4.65 +	4.20	4.07
5	32	4.10	3.25 -	4.53 +	3.95	4.10
6	32	4.13	3.03 -	4.52	3.95	4.00
7	38	4.30	3.38	4.46	3.96	4.10
8	38	4.37 +	3.73	4.39	3.87	4.05
9	35	4.11	3.29 -	4.34	3.84	4.06
10	32	4.29	3.72	4.37	3.85	4.00
11	33	4.09	3.33 -	4.48	3.95	3.94
12	35	4.31	3.74	4.43	3.95	4.18
13	38	4.18	3.66	4.37	3.95	4.30
14	34	4.24	3.65	4.41	4.00	4.18
15	35	3.91 -	3.46	4.24	4.14	3.91 -
16	29	4.07	3.44	4.31	4.17	4.37
17	26	4.12	3.43	4.15	4.05	4.23
18	23	4.13	3.61	4.22	4.21	4.25
19	26	4.15	3.52	4.20	3.94	4.29 +
20	25	4.22	3.35 -	4.17	4.12	4.15
21	26	4.19	3.85 +	4.27	3.81 -	4.12
22	20	4.10	3.80	4.40	3.85	4.00
23	26	3.96 -	3.58	4.08 -	4.07	3.94
24	26	3.88 -	3.62	4.12	4.14	4.07
25	27	4.00	3.63	4.11 -	4.25 +	4.06
26	20	4.10	3.85 +	4.00 -	4.29 +	4.15
27	15	4.13	3.73	4.13	4.64 +	4.40 +
28	16	4.19	3.87 +	4.31	4.36 +	4.14
29	17	3.82 -	3.47	3.82 -	3.77 -	3.70 -
30	22	4.27	4.24 +	4.33	3.83	3.67 -
Criterion Range		4.00 - 4.35	3.36 - 3.82	4.12 - 4.52	3.83 - 4.23	3.92 - 4.25

Table XL is continued on the next page.

BEST COPY AVAILABLE

esson umber	Sample Number	Technical Quality of TV Presentation	Scope & Bal. of Info. Presented in TV Lesson	Visiting Experts & Guests in TV Presentation	Rating of Lesson Compared w/ Others in Course	Overall Academic Quality of Lesson
		$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1	14	4.07 +	4.23 +	0.00	4.43 +	4.08
2	17	4.06 +	4.19 +	0.00	3.82 -	3.94
3	29	4.14 +	4.11	0.00	4.19	4.31 +
4	26	4.04	4.16	0.00	4.21 +	4.19 +
5	32	3.91	3.97	0.00	3.90	4.00
6	32	3.75	3.90	0.00	3.82 -	3.90
7	38	4.05	3.97	1.50	4.27 +	4.19 +
8	38	4.00	4.05	2.00	4.30 +	4.14
9	35	3.71 -	4.11	0.00	3.71 -	3.97
10	32	3.91	4.25 +	0.00	4.06	4.16
11	33	4.03	4.03	0.00	3.87	4.03
12	35	3.91	4.24 +	0.00	4.23 +	4.15
13	38	3.97	4.19 +	0.00	3.97	4.16
14	34	3.79	4.18	0.00	3.91	4.06
15	35	3.78	3.81 -	0.00	3.94	4.00
16	29	3.93	3.93	0.00	4.11	4.21 +
17	26	3.76	3.74 -	0.00	3.83	3.83 -
18	23	3.73	4.09	0.00	4.05	4.14
19	26	3.96	4.04	0.00	3.92	3.96
20	25	3.92	4.08	0.00	3.92	4.00
21	26	4.00	4.16	4.08 +	4.15	3.96
22	20	3.60 -	4.00	0.00	4.00	3.79 -
23	26	3.76	3.88	3.00 +	4.00	3.71 -
24	26	3.58 -	3.88	5.00 +	3.81 -	3.68 -
25	27	4.00	4.04	1.00	3.80 -	3.85
26	20	3.90	4.00	1.00	3.89	3.84
27	15	4.13 +	4.00	0.00	4.14	3.93
28	16	3.81	3.93	2.00	4.06	4.07
29	17	3.47 -	3.65 -	4.00 +	3.75 -	3.76 -
30	22	3.91	4.05	4.29 +	4.29 +	4.20 +
iterion Range		3.72 - 4.05	3.88 - 4.18	0.64 - 2.50	3.83 - 4.20	3.84 - 4.17

Table XL

Mean Scores
Lesson Analysis: Freehand Sketching
Spring, 1973-74

BEST COPY AVAILABLE

As the preceding table illustrates, only one lesson was rated consistently high and one consistently low: No. 1, "Drawing as an Undeveloped Resource," and No. 21, "Touchstones, Research and Appreciation," respectively.

Lessons in which three or more variables were rated above the established criterion range are:

Lesson No. 2: "Elements of Drawing"

Lesson No. 3: "Alignment"

Lesson No. 4: "Shading as Darkness"

Lesson No. 30: "Utilization"

Lessons in which three or more variables fell below the established criterion range are:

Lesson No. 9: "Six Levels of Drawing"

Lesson No. 15: "Vertical and Perpendicular"

Lesson No. 23: "Shading and Shadows"

Lesson No. 24: "Looking Up"

The frequency with which ranking of course variables, when considered in terms of the course overall, fell outside the established criterion levels is demonstrated in Table XLI along with their "high - low" distribution.

BEST COPY AVAILABLE

Category	Frequency of Occurance Outside Criterion Level	Above Criterion Level	Below Criterion Level
	%	%	%
a) Content of Presentation	30.0	55.6	44.4
b) Pace of TV Presentation	26.7	37.5	62.5
c) Relevance of TV Presentation to Course	30.0	55.6	44.4
d) Text Readings for Lesson	23.3	57.1	42.9
e) Syllabus Readings	13.3	25.0	75.0
f) Technical Quality of TV Presentation	26.7	50.0	50.0
g) Scope and Balance of Information Presented in TV Lesson	26.7	62.5	37.5
h) Visiting Experts and Guests in TV Presentation	16.7	100.0	-
i) Rating of this Lesson Compared With Others in Course	40.0	50.0	50.0
j) Overall Academic Quality of Lesson	33.3	50.0	50.0

Table XLI

Description:
Frequency of Occurence Outside Criterion Level
Freehand Sketching
Spring, 1973-74

The evaluation scales, "TV Lesson Criteria" and "Reading Criteria," for Freehand Sketching are presented in Tables L and LI, in conjunction with those for the other courses under consideration.

Course Diary (Form A)
Freehand Sketching, Spring, 1973-74

Part I

Lesson Number	n	First Lesson Viewing: Days of Week								First Lesson Viewing: Time of Day						
		Mon.	Tu.	Wed.	Th.	Fr.	Sat.	Sun.	N/A	6-9:59	10-11:59	12-2:59	3-5:59	6-8:59	9-11:59	N/A
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1	14	57.1	35.7	-	-	-	7.2	-	-	-	-	7.2	78.5	14.3	-	-
2	17	-	23.5	41.2	35.5	-	-	-	-	-	-	-	64.7	35.3	-	-
3	29	34.5	44.8	3.4	-	-	17.3	-	-	-	-	-	79.3	20.7	-	-
4	26	3.8	11.5	19.2	42.3	-	32.1	-	-	-	-	-	76.9	15.4	-	7.7
5	32	34.4	50.0	3.1	-	-	12.5	-	-	-	-	-	71.9	28.1	-	-
6	30	6.7	3.3	33.3	40.0	-	16.7	-	-	3.3	-	-	73.3	23.3	-	-
7	37	40.5	43.2	-	-	-	13.5	-	2.7	-	-	-	78.4	21.6	-	-
8	37	2.7	5.4	40.5	32.4	-	18.9	-	-	-	-	-	86.5	13.5	-	-
9	35	45.7	42.9	2.8	-	-	8.5	-	-	2.8	-	-	80.0	17.2	-	-
10	33	-	3.0	42.4	33.3	-	18.2	-	3.0	-	-	-	81.8	12.1	-	6.1
11	33	51.5	30.3	-	6.1	-	12.1	-	-	-	-	-	87.9	12.1	-	-
12	35	2.8	5.7	42.9	22.9	-	25.7	-	-	2.8	-	-	85.7	11.4	-	-
13	38	57.9	28.9	2.6	-	-	10.5	-	-	-	-	-	84.2	15.8	-	-
14	34	-	5.9	41.2	35.3	-	17.6	-	-	-	-	-	85.3	14.7	-	-
15	34	58.8	29.4	-	2.9	-	8.8	-	-	-	-	-	76.5	17.6	-	5.9
16	29	6.9	3.4	41.4	37.9	-	10.3	-	-	-	-	-	79.3	20.7	-	-
17	25	52.0	40.0	-	-	-	8.0	-	-	-	-	-	80.0	12.0	-	8.0
18	24	20.8	12.4	41.7	8.3	-	16.7	-	-	-	-	-	87.5	12.5	-	-
19	27	55.6	33.3	-	3.7	-	-	-	7.4	-	-	-	74.1	14.8	-	11.1
20	24	20.8	-	41.7	33.3	-	4.2	-	-	-	-	-	79.2	12.5	-	8.3
21	27	63.0	29.6	7.4	-	-	-	-	-	-	-	-	77.8	14.8	-	-
22	20	-	5.0	35.0	40.0	-	10.0	-	10.0	-	-	-	75.0	10.0	-	15.0
23	27	51.9	33.3	-	-	-	11.1	3.7	-	-	-	-	85.2	7.4	-	7.4
24	26	3.9	3.9	57.7	15.4	3.9	7.7	7.7	-	7.7	-	3.8	84.6	-	-	3.8
25	28	60.7	17.9	7.1	3.6	-	10.7	-	-	-	-	3.6	85.7	10.7	-	-
26	19	-	-	52.6	26.3	-	15.8	5.3	-	-	-	-	94.7	5.3	-	-
27	15	33.3	46.7	-	6.7	-	13.3	-	-	-	-	-	100.0	-	-	-
28	16	-	6.3	37.5	37.5	-	12.5	6.3	-	6.3	-	-	93.7	-	-	-
29	17	64.7	35.3	-	-	-	-	-	-	-	-	-	83.4	11.8	-	5.9
30	22	4.6	-	59.1	36.4	-	-	-	-	-	-	-	90.5	9.5	-	-

BEST COPY AVAILABLE

Lesson Number	n	Second Lesson Viewing: Day of Week							Second Lesson Viewing: Time of Day					
		Mon.	Tu.	Wed.	Th.	Fri.	Sat.	Sun.	6-9:59	10-11:59	12-2:59	3-5:59	6-8:59	9-11:59
		%	%	%	%	%	%	%	%	%	%	%	%	%
1	5	-	80.0	20.0	-	-	-	-	-	-	-	80.0	20.0	-
2	3	-	-	33.3	33.3	-	33.3	-	-	-	-	66.7	33.3	-
3	5	-	20.0	60.0	-	-	20.0	-	-	-	-	80.0	20.0	-
4	3	-	-	-	66.7	-	33.3	-	-	-	-	66.7	33.3	-
5	9	-	11.1	11.1	11.1	-	66.7	-	-	-	-	88.9	11.1	-
6	10	-	10.0	10.0	10.0	-	70.0	-	-	-	-	80.0	20.0	-
7	4	-	75.0	-	-	-	25.0	-	-	-	-	100.0	-	-
8	6	-	-	-	100.0	-	-	-	-	-	-	66.7	33.3	-
9	11	-	63.6	-	18.2	-	18.2	-	-	-	-	100.0	-	-
10	10	-	-	-	70.0	-	30.0	-	-	-	-	100.0	-	-
11	7	-	42.9	14.3	28.6	-	14.3	-	-	-	-	85.7	14.3	-
12	6	-	-	-	100.0	-	-	-	-	-	-	100.0	-	-
13	10	-	60.0	-	20.0	-	20.0	-	-	-	-	80.0	20.0	-
14	6	-	-	-	83.3	-	16.7	-	-	-	-	100.0	-	-
15	7	14.3	14.3	-	28.6	-	42.8	-	-	-	-	100.0	-	-
16	4	-	-	-	100.0	-	-	-	-	-	-	100.0	-	-
17	9	-	33.3	22.2	22.2	-	22.2	-	-	-	-	77.8	22.2	-
18	9	-	11.1	33.3	44.4	-	22.2	-	-	-	-	66.7	33.3	-
19	5	-	60.0	20.0	20.0	-	-	-	-	-	-	100.0	-	-
20	8	-	-	62.5	37.5	-	-	-	-	-	-	37.5	62.5	-
21	6	-	-	50.0	33.3	-	16.7	-	-	-	-	100.0	-	-
22	3	-	-	-	66.7	-	33.3	-	-	-	-	100.0	-	-
23	6	-	66.6	-	16.7	-	16.7	-	-	-	-	100.0	-	-
24	5	-	-	-	80.0	-	20.0	-	-	-	-	100.0	-	-
25	4	-	75.0	-	25.0	-	-	-	-	-	-	100.0	-	-
26	1	-	-	-	100.0	-	-	-	-	-	-	100.0	-	-
27	2	-	50.0	-	-	-	50.0	-	-	-	-	100.0	-	-
28	1	-	-	-	100.0	-	-	-	-	-	-	100.0	-	-
29	2	-	100.0	-	-	-	-	-	-	-	-	100.0	-	-
30	2	-	-	-	100.0	-	-	-	-	-	-	100.0	-	-

KOCE Broadcast Schedule:

Monday .....6:30 p.m., 9:30 p.m.*
Tuesday .....3:30 p.m.
Wednesday .....6:30 p.m., 9:30 p.m.*
Thursday .....3:30 p.m.*
Saturday .....3:00-4:00 p.m.*

*Repeat

Table XLII
TV Student Lesson-Viewing Patterns
1st & 2nd Viewings
Freehand Sketching, Spring, 1973-74

BEST COPY AVAILABLE

	Days of Week							Times of Day		
	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.	Sun.	A.M.	P.M.	Eve.
	%	%	%	%	%	%	%	%	%	%
Actual Viewing Behavior (Course Diary)	28.3	22.3	19.5	16.4	-	12.5	-	-	79.8*	16.7
Viewing Preferences (Post-Course Evaluation)	17.7	21.9	19.7	20.3	6.8	8.1	5.5	26.8	51.4**	21.8

*Concentrated between 3:00 - 6:00 p.m.
**62 percent of this response is concentrated in the area of 4:00 p.m. and after.

Table XLIII

Distribution of Response
Viewing Behavior vs. Viewing Preferences
Freehand Sketching, Spring, 1973-74

Virtually all Freehand Sketching students sampled through the Course Diary viewed their lessons at home; only in isolated instances did they use campus media centers' facilities.

As Table XLII indicates, some portion of the student sample found it necessary to view lessons a second time. This information reflects students' concern (discussed in the "Student Interviews" section of the report) with the rapidity of lesson pace. Many said they solved this problem, in effect, by watching the lessons again. There is no correlation between those lessons which contained aspects ranked either above or below established criterion levels (p. 61) and sizable numbers of recorded second viewings.

3. Anthropology (Course Diary Forms A and B)

The procedure by which TV student samples were obtained for these two forms of Course Diary evaluation is discussed on pp.3-5 of the report. Figure 7, page 47,

illustrates the sources of information for each of the course variables which anthropology students were asked to rank.

Not only have additional data been provided for this course (through the device of the Course Diary "B" form), but the evaluation procedure was as well the basis for a study,the results of which are discussed in the section, "TV Course Completion Rates and Grade Distribution."

Table XLIV shows the mean scores assigned to those course components inquired after in both forms of the Course Diary, as well as those--where present--from the post-course evaluation sample. In all aspects of measurement to which both forms of the diary were addressed, a higher ranking was assigned by those maintaining the "B" form of the diary. In those areas for which there is a response from the post-course student sample, the mean scores are higher than those assigned by the "B" form diary keepers.

Table XLIV follows:

Category	Course Diary "A" Form	Course Diary "B" Form	Post-Course Evaluation
	$\bar{x}$	$\bar{x}$	$\bar{x}$
Content of TV Presentation	3.94	4.24	-
Pace of TV Presentation	3.80	4.00	4.03
Relevance of TV Presentation to Course	3.94	4.25	-
Text Readings	3.81	4.07	4.23
Syllabus Readings	3.83	4.27	4.36
Technical Quality of TV Presentation	4.00	4.09	-
Scope and Balance of Information Presented in TV Lesson	3.88	4.02	4.13
Amount of Information Presented in Lesson	-	3.98	-
Organization of Ideas Presented in Lesson	-	4.11	-
Visiting Experts and Guests in TV Lesson	3.90	4.14	4.22
Rating of this Lesson Compared With Others in Course	3.79	4.03	-
Overall Academic Quality of Lesson	3.91	4.03	4.23

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

Table XLIV

Comparison of Course Components:
Course Diary Forms A and B, Post-Course Evaluation
Anthropology, Spring, 1973-74

BEST COPY AVAILABLE

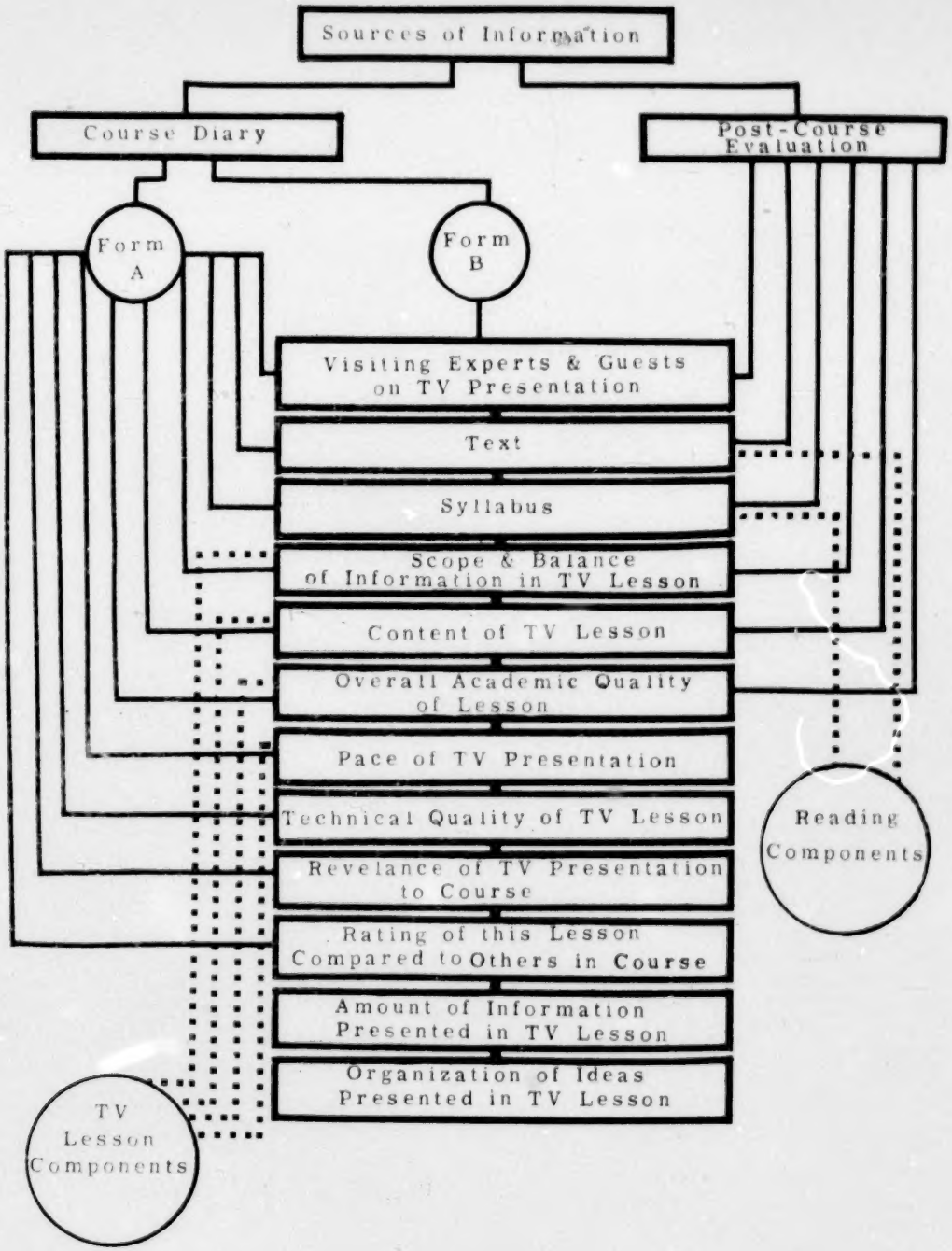

Sources of Information
Course Diary
Post-Course Evaluation
Form A
Form B
Visiting Experts & Guests on TV Presentation
Text
Syllabus
Scope & Balance of Information in TV Lesson
Content of TV Lesson
Overall Academic Quality of Lesson
Pace of TV Presentation
Technical Quality of TV Lesson
Revelance of TV Presentation to Course
Rating of this Lesson Compared to Others in Course
Amount of Information Presented in TV Lesson
Organization of Ideas Presented in TV Lesson
Reading Components
TV Lesson Components

Figure 8

Sources of Information:
Evaluation Procedures
for
Anthropology

BEST COPY AVAILABLE

Anthropology
Lesson Evaluation
Course Diary "A" Form

Lesson Number	Sample Number	Content Presentation	Pace of TV Presentation	Relevance of Presentation to Course	Text Readings for Lesson	Syllabus Readings for Course
		$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1 - 5	No Response					
6	8	4.62 +	4.12 +	4.12	4.50 +	4.12 +
7	30	4.00	3.66	4.24 +	4.07 +	4.00 +
8	31	4.13	3.87	4.26 +	4.19 +	4.00 +
9	32	4.22 +	3.91	4.16	3.90	3.87
10	31	3.94	4.06	4.03	3.90	3.87
11	32	3.81	3.72	3.87	3.94	3.72
12	33	4.24 +	4.09 +	4.15	3.84	3.76
13	28	3.68	3.68	3.96	3.79	3.67 -
14	25	3.96	3.73	4.04	3.54 -	3.88
15	25	3.64 -	3.68	3.68 -	3.84	3.92
16	23	3.57 -	3.65	3.71 -	3.57 -	3.67 -
17	21	3.90	3.64	3.90	3.45 -	3.82
18	21	3.67 -	3.48 -	3.86	3.81	3.81
19	24	4.00	3.87	4.17	4.04	3.92
20	21	3.90	3.57	4.15	3.81	4.00
21	24	3.92	3.87	3.58 -	3.73	3.78
22	22	3.77	3.82	3.76	3.62	3.68 -
23	21	3.95	4.05	4.05	3.47 -	3.90
24	19	3.68	3.32 -	3.84	3.84	3.58 -
25	23	4.09	4.09 +	4.00	3.73	3.82
26	23	4.00	3.78	3.87	3.73	3.91
27	17	3.47 -	3.35 -	3.41 -	3.88	3.71
28	21	3.81	3.67	3.57 -	3.52 -	3.71
29	18	4.17	4.22 +	4.06	3.83	3.83
30	14	4.36 +	4.29 +	4.14	3.71	3.93
Criterion Range		3.68 - 4.20	3.55 - 4.06	3.72 - 4.17	3.58 - 4.04	3.71 - 3.96

Table XLV is continued on the next page

BEST COPY AVAILABLE

Lesson Number	Sample Number	Technical Quality of TV Presentation	Scope & Bal. of Info. Presented in TV Lesson	Visiting Experts & Guests in TV Presentation	Rating of Lesson Compared w/ Others in Course	Overall Academic Quality of Lesson
		$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1 - 5	No response					
6	8	4.50 +	4.12 +	5.00 +	4.29 +	4.25 +
7	30	4.18	3.83	3.59	3.83	4.07
8	31	4.23	4.07	3.90	3.90	4.19 +
9	32	4.39 +	4.09 +	3.68	4.10 +	4.22 +
10	31	4.27 +	3.94	3.93	3.97	3.97
11	32	4.29 +	3.84	4.10	3.71	3.94
12	33	4.33 +	4.27 +	4.41 +	4.25 +	4.22 +
13	28	4.04	3.93	4.26	3.64	3.96
14	25	3.96	3.81	4.12	3.62	3.85
15	25	3.88	3.80	3.65	3.62	3.83
16	23	3.91	3.78	3.45 -	3.70	3.83
17	21	4.15	4.00	3.76	3.91	3.91
18	21	4.10	3.71	3.65	3.62	3.71
19	24	3.61 -	3.83	3.83	3.92	3.87
20	21	3.95	3.76	3.79	3.67	3.81
21	24	3.91	3.75	3.50 -	3.62	3.83
22	22	3.86	3.77	3.62	3.59	3.82
23	21	3.89	4.00	4.11	3.90	4.05
24	19	3.61 -	3.79	3.59	3.53	3.63 -
25	23	4.00	4.00	3.77	3.78	3.87
26	23	4.05	3.73	3.85	3.52 -	3.64 -
27	17	3.56 -	3.47 -	3.67	3.29 -	3.53 -
28	21	3.55 -	3.62 -	3 88	3.50 -	3.50 -
29	18	3.82	4.06	3.83	4.06 +	4.11
30	14	4.00	4.14 +	4.57 +	4.21 +	4.21 +
Criterion Range		3.74 - 4.26	3.70- 4.07	3.54 - 4.26	3.53 - 4.05	3.70- 4.13

Table XLV

Mean Scores
Lesson Analysis: Anthropology
Course Diary "A" Form
Spring, 1973-74

Anthropology Lesson Evaluation
Course Diary "B" Form

Lesson Number	Sample Number	Content of Presentation	Pace of TV Presentation	Relevance of Presentation to Course	Text Readings for Lesson	Syllabus Readings For Course	Tech. Quality of TV Presentation
		$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1	23	3.65 -	3.41 -	3.91 -	4.42 +	4.36	3.87 -
2	22	3.55 -	3.22 -	3.85 -	4.39 +	4.30	3.81 -
3	23	3.83 -	3.67 -	4.27	4.52 +	4.36	3.95
4	24	4.38	3.95	4.45	4.30	4.39	4.13
5	24	4.29	4.05	4.24	4.29	4.32	4.17
6	14	4.43	4.25	4.14	3.93	4.14	4.38 +
7	14	4.29	4.00	4.29	3.93	4.31	4.31 +
8	14	4.29	4.00	4.21	3.86	4.00 -	4.31 +
9	14	4.50	4.14	4.36	3.77 -	3.86 -	4.23
10	14	4.21	4.21	4.00 -	3.86	4.07	4.31 +
11	9	4.11	4.00	4.00 -	4.00	4.00 -	4.00
12	9	4.44	4.22	4.22	4.11	4.33	4.00
13	9	4.22	3.89	4.22	4.00	4.11	3.88
14	9	4.22	4.38 +	4.33	4.00	4.22	4.00
15	7	4.29	4.43 +	4.29	4.33	4.43	4.00
16	7	4.14	4.29	4.43	4.00	4.43	3.60 -
17	7	4.57 +	4.14	4.29	4.17	4.71 +	3.67 -
18	7	4.29	4.29	4.29	4.17	4.86 +	4.17
19	7	4.14	4.14	4.43	4.17	4.57 +	4.00
20	7	4.33	4.00	4.00 -	3.83	4.33	4.20
21	7	4.17	3.67 -	4.17	3.67 -	4.17	4.20
22	7	4.17	3.67 -	4.17	4.00	3.67 -	4.17
23	7	3.83 -	3.50 -	3.67 -	3.50 -	4.00 -	3.80 -
24	7	4.33	3.83	4.17	3.67 -	4.17	4.20
25	7	4.33	3.83	4.17	3.67 -	4.17	4.00
26	12	4.33	4.00	4.42	4.33	4.45	4.18
27	14	4.46	4.14	4.46	4.31	4.33	4.33 +
28	13	4.31	4.00	4.38	4.08	4.25	4.25
29	15	4.43	4.13	4.50 +	4.54 +	4.31	4.23
30	12	4.83 +	4.50 +	4.83 +	4.45 +	4.50	4.45 +
Criterion Range		3.98 - 4.51	3.70 - 4.30	4.03 - 4.47	3.80 - 4.35	4.03 - 4.51	3.88 - 4.30

Table XLVI is continued on the next page.

BEST COPY AVAILABLE

Lesson Number	Sample Number	Scope & Balance of information Presented in TV Lesson	Amount of Information Presented in TV Lesson	Organization of Ideas Presented in TV Lesson	Visiting Experts & Guests in TV Presentation	Rating of Lesson Compared with Others in Course	Overall Academic Quality of Lesson
		$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1	23	3.64 -	3.68	3.82 -	3.93	3.61 -	3.91
2	22	3.71	3.62 -	3.82 -	3.76 -	3.47 -	3.65 -
3	23	3.82	3.86	4.04	4.18	3.94	4.18
4	24	4.13	4.00	4.21	4.46 +	4.21	4.22
5	24	3.96	3.91	3.83 -	4.25	4.05	4.00
6	14	4.46 +	3.93	4.00	4.31	4.17	4.14
7	14	4.38	3.93	4.21	4.07	3.92	4.27
8	14	4.38	3.93	4.21	4.07	3.92	4.29
9	14	4.38	4.00	4.29	4.21	4.08	4.29
10	14	4.15	3.93	4.14	3.93	4.00	4.29
11	9	3.75	3.63 -	4.22	4.30	4.11	4.00
12	9	4.00	3.88	4.11	4.11	4.22	3.88
13	9	3.63 -	3.88	4.11	4.11	3.89	4.25
14	9	3.63 -	3.63 -	3.89	3.89 -	3.89	4.00
15	7	4.17	4.71 +	4.00	4.25	4.17	4.00
16	7	3.83	4.33 +	3.80 -	4.29	4.17	3.33 -
17	7	4.17	4.29	4.00	4.29	4.20	4.17
18	7	4.50 +	4.43 +	4.50 +	4.57 +	4.67 +	4.33
19	7	4.50 +	4.43 +	4.17	4.29	4.17	4.17
20	7	3.80	4.00	4.33	4.17	4.00	4.00
21	7	3.40 -	3.67	4.17	3.83 -	3.60 -	3.60 -
22	7	4.20	3.40 -	3.67 -	4.17	3.83	3.60 -
23	7	3.20 -	3.50 -	4.00	3.67 -	3.40 -	3.40 -
24	7	3.60 -	4.00	4.33	4.00	4.00	3.80
25	7	3.60 -	3.83	4.00	4.00	4.00	3.80
26	12	4.27	4.00	4.08	4.27	4.00	4.09
27	14	4.17	4.25	4.23	4.31	4.17	4.25
28	13	4.42	4.17	4.15	4.50 +	4.17	4.17
29	15	4.31	4.23	4.36 +	4.25	4.08	4.33
30	12	4.82 +	4.45 +	4.83 +	4.83 +	4.73 +	4.64 +
Criterion Range		3.65 - 4.42	3.67 - 4.29	3.88 - 4.35	3.93 - 4.42	3.75 - 4.31	3.74 - 4.33

Table XLVI
Mean Scores, Lesson Analysis: Anthropology, Course Diary "B" Form
Spring 1973-74

BEST COPY AVAILABLE

As table XLV illustrates, students keeping the "A" form of the Course Diary ranked the following lessons consistently high:

Lesson No. 6: "Primate Behavior"

Lesson No. 12: "Ethnographic Fieldwork"

Lesson No. 30: "Anthropology Today"

Those in which three or more variables were ranked above the established criterion levels are:

Lesson No. 7: "Paleolithic Era"

Lesson No. 8: "Neolithic Era"

Lesson No. 9: "Civilization"

These students ranked the following lessons consistently low:

Lesson No. 16: "Economic Organization"

Lesson No. 27: "Enculturation"

Lesson No. 28: "World View"

One additional lesson contained three or more variables ranked below the established criterion level:

Lesson No. 24: "Religion and Magic: Part I"

Examination of Table XLVI shows that ranking of course variables was sufficiently different on the part of the two student samples that the only lesson to fall outside established criterion levels established from both groups was the last lesson of the course, "Anthropology Today." Lesson 16, "Economic Organization," which was ranked consistently low by the "A" group, fell below certain of the "B" group's criteria range.

The table also shows that students who kept the "B" form of the diary ranked the following lessons consistently high:

Lesson No. 18: "Status and Role"

Lesson No. 30: "Anthropology Today"

One additional lesson contained three or more variables ranked above the established criterion level:

Lesson 29: "Cultural Change"

Those lessons rated consistently low:

Lesson No. 1: "Introduction"

Lesson No. 2: "A Course of Study"

Lesson No. 21: "Crisis Rites"

Lesson No. 23: "Social Control"

Those in which three or more variables were ranked below established criterion levels:

Lesson No. 11: "Ethnology"

Lesson No. 14: "Cultural Ecology"

Lesson No. 16: "Economic Organization"

Lesson No. 22: "Governance"

Table XLVII compares the frequency, in terms of all lessons, with which mean scores from both the "A" and "B" form lesson analyses fell outside the criterion levels established for each course variable. It illustrates as well the distribution of occurrences above and below each established criterion level. Thirty percent of all mean scores from Course Diary "A" form lesson analyses fell outside established criterion levels: 52.0 percent were above level, and 48.0 were below. Slightly more than 28 percent of all mean scores from the "B" form lesson analysis were outside: 43.6 percent were above and 56.4 percent below.

The evaluation scales, "TV Lesson Criteria" and "Reading Criteria" for both "A" and "B" forms of evaluation for anthropology are presented in Tables L & LI.

BEST COPY AVAILABLE

	Frequency of Occurrence Outside Criterion Level	Above Criterion Level	Below Criterion Level
	%	%	%
Content of Presentation			
Course Diary "A" Form	32.0	50.0	50.0
Course Diary "B" Form	20.0	33.3	66.7
Pace of TV Presentation			
Course Diary "A" Form	32.0	62.5	31.5
Course Diary "B" Form	30.0	33.3	66.7
Relevance of Presentation to Course			
Course Diary "A" Form	28.0	28.6	71.4
Course Diary "B" Form	26.7	75.0	25.0
Text Readings			
Course Diary "A" Form	32.0	31.5	62.5
Course Diary "B" Form	33.3	50.0	50.0
Syllabus Readings			
Course Diary "A" Form	28.0	57.1	42.9
Course Diary "B" Form	26.7	37.5	62.5
Technical Quality of TV Presentation			
Course Diary "A" Form	36.0	55.6	44.4
Course Diary "B" Form	36.7	54.5	45.5
Scope and Balance of Information Presented in TV Lesson			
Course Diary "A" Form	24.0	66.7	33.3
Course Diary "B" Form	36.7	36.4	63.6
Amount of Information Presented in Lesson			
Course Diary "A" Form	-	-	-
Course Diary "B" Form	33.3	50.0	50.0
Organization of Ideas Presented in Lesson			
Course Diary "A" Form	-	-	-
Course Diary "B" Form	26.7	37.5	62.5
Visiting Experts and Guests in TV Lesson			
Course Diary "A" Form	20.0	60.0	40.0
Course Diary "B" Form	26.7	50.0	50.0
Rating of this Lesson Compared with Others in Course			
Course Diary "A" Form	32.0	62.5	37.5
Course Diary "B" Form	20.0	33.3	66.7
Overall Academic Quality of Lesson			
Course Diary "A" Form	36.0	55.6	44.4
Course Diary "B" Form	20.0	20.0	80.0

Table XLVII

Description:
Frequency of Occurence Outside Criterion Level
Course Diary Forms A & B
Anthropology, Spring, 1973-74

Course Diary (Form "A")
Anthropology, Spring 1973-74

Part I

Lesson Number	n	First Viewing: Day of Week								First Viewing: Time of Day						
		Mon. %	Tu. %	Wed. %	Th. %	Fri. %	Sat. %	Sun. %	N/A %	6-9:59 %	10-11:59 %	12-2:59 %	3-5:59 %	6-8:59 %	9-11:59 %	N/A %
1-5		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	8	12.5	25.0	37.5	12.5	-	12.5	-	-	-	-	-	50.0	37.5	12.5	-
7	30	63.3	16.7	-	3.3	-	16.7	-	-	-	-	-	36.7	50.0	13.3	-
8	31	3.2	54.8	-	19.4	-	22.6	-	-	-	-	-	41.9	54.8	-	3.3
9	32	62.4	18.8	-	-	-	18.8	-	-	-	3.1	-	31.3	53.1	3.1	9.4
10	31	-	3.2	58.1	16.1	-	19.4	-	3.2	-	3.2	-	38.7	45.2	9.7	6.4
11	32	56.3	15.6	6.3	-	-	18.8	-	3.0	-	-	6.3	34.4	40.6	18.8	-
12	33	3.0	3.0	48.5	18.2	-	21.2	-	6.1	-	-	3.0	39.4	39.4	15.2	3.0
13	28	60.7	25.0	-	-	-	14.3	-	-	-	-	17.9	46.4	35.7	-	-
14	26	-	-	57.7	26.9	-	15.4	-	-	-	-	-	50.0	46.2	3.8	-
15	25	64.0	16.0	-	-	-	20.0	-	-	-	-	-	40.0	44.0	16.0	-
16	24	-	-	66.7	8.3	-	20.8	-	4.2	-	-	-	37.5	50.0	12.5	-
17	22	50.0	27.3	-	-	-	22.7	-	-	-	-	-	50.0	36.4	13.6	-
18	21	-	-	52.4	19.0	-	23.8	-	4.8	-	-	-	47.6	38.1	14.3	-
19	24	50.0	25.0	-	20.8	-	4.2	-	-	-	-	-	50.0	33.3	12.5	4.2
20	21	-	4.8	52.4	19.0	-	14.3	9.5	-	-	-	-	42.6	38.1	9.5	9.8
21	24	41.7	25.0	4.2	4.2	-	29.2	-	-	-	-	-	54.2	37.5	8.3	-
22	22	4.5	50.0	9.1	9.1	-	36.4	-	-	-	-	-	50.0	40.9	9.1	-
23	21	52.4	19.1	4.8	-	-	23.8	-	-	-	-	-	47.6	38.1	14.3	-
24	20	10.0	-	45.0	20.0	-	20.0	5.0	-	-	-	-	52.6	36.8	10.5	-
25	23	47.8	21.7	4.4	-	-	26.1	-	-	-	-	-	52.2	43.5	4.4	-
26	24	4.2	-	45.8	20.8	-	29.2	-	-	-	-	-	54.2	41.7	4.2	-
27	17	41.2	29.4	-	-	-	29.4	-	-	-	-	-	58.8	29.4	11.8	-
28	21	-	-	52.4	28.6	-	19.0	-	-	-	-	-	47.6	52.4	-	-
29	18	72.7	27.8	-	-	-	-	-	-	-	-	5.6	22.2	50.0	22.2	-
30	16	-	-	75.0	12.5	-	12.5	-	-	-	-	-	25.0	62.5	12.5	-

Table XLVIII continued on next page.

BEST COPY AVAILABLE

Lesson Number	n	Second Lesson Viewing: Day of Week							Second Lesson Viewing: Time of Day					
		Mon.	Tu.	Wed.	Th.	Fri.	Sat.	Sun.	6-9:59	10-11:59	12-2:59	3-5:59	6-8:59	9-11:59
		%	%	%	%	%	%	%	%	%	%	%	%	%
6	1	-	100.0	-	-	-	-	-	-	-	-	100.0	-	-
7	4	-	50.0	-	-	-	50.0	-	-	-	-	100.0	-	-
8	5	-	-	20.0	60.0	-	20.0	-	-	-	-	60.0	20.0	20.0
9	3	-	66.7	33.3	-	-	-	-	-	-	-	33.3	33.3	33.3
10	4	-	-	-	50.0	25.0	25.0	-	-	-	-	75.0	-	25.0
11	3	-	33.3	-	-	-	66.7	-	-	-	-	100.0	-	-
12	6	-	-	-	33.3	-	66.7	-	-	-	-	100.0	-	-
13	4	-	75.0	-	-	-	25.0	-	-	-	-	100.0	-	-
14	5	-	-	-	60.0	-	40.0	-	-	-	-	60.0	-	40.0
15	3	-	33.3	33.3	-	-	33.3	-	-	-	-	66.7	33.3	-
16	2	-	-	-	50.0	-	50.0	-	-	-	-	100.0	-	-
17	3	-	33.3	-	-	-	66.7	-	-	-	-	100.0	-	-
18	4	-	-	-	50.0	-	50.0	-	-	-	-	100.0	-	-
19	1	-	100.0	-	-	-	-	-	-	-	-	-	100.0	-
20	2	-	50.0	-	-	-	50.0	-	-	-	-	50.0	-	50.0
21	3	-	33.3	-	-	-	66.7	-	-	-	-	100.0	-	-
22	2	-	-	-	50.0	-	50.0	-	-	-	-	100.0	-	-
23	1	-	-	-	-	-	100.0	-	-	-	-	100.0	-	-
24	2	-	-	-	50.0	-	50.0	-	-	-	-	100.0	-	-
25	2	-	50.0	-	-	-	50.0	-	-	-	-	100.0	-	-
26	1	-	-	-	100.0	-	-	-	-	-	-	100.0	-	-
27	2	-	100.0	-	-	-	-	-	-	-	-	33.3	33.3	33.3
28	3	-	-	66.7	33.3	-	-	-	-	-	-	100.0	-	-
29	3	-	100.0	-	-	-	-	-	-	-	-	-	100.0	-
30	2	-	-	100.0	-	-	-	-	-	-	-	-	-	-

Table XLVIII
TV Student Lesson-Viewing Patterns
1st & 2nd Viewings
Anthropology, Spring, 1973-74

KOCE Broadcast Schedule:

Monday & Wednesday.....6:30 p.m., 9:30 p.m.*
Tuesday & Thursday.....3:30 p.m.*
Saturday.....3:00-4:00 p.m.*

*repeat

BEST COPY AVAILABLE

BEST COPY AVAILABLE

	Days of Week							Times of Day		
	Mon. %	Tue. %	Wed. %	Thurs. %	Fri. %	Sat. %	Sun. %	A.M. %	P.M. %	Eve. %
Actual Viewing Behavior (Course Diary A)	29.3	18.0	21.9	9.4	-	19.6	-	2.1	42.6	53.0
Viewing Preferences (Post-Course Evaluation)	20.7	20.7	19.0	18.1	5.4	8.6	7.5	28.7*	36.1**	35.2

*50.0 percent of response is concentrated between 6:00 - 8:00 p.m.

**60.5 percent of response is concentrated in area of 4:00 p.m. and after.

Table XLIX
Distribution of Response:
Viewing Behavior vs. Viewing Preferences
Anthropology, Spring, 1973-74

Half a dozen students indicated they viewed a lesson at one or the other campus media centers; the great majority of viewing was done in students' own homes. And, while it is impossible to discern to what extent present availability of lesson viewing structures students' expressed viewing preferences, all TV students sampled have indicated that the first four days of the week are more convenient for watching lessons.

The greater discrepancy between the viewing patterns of the overall student sample, structured as they were by lesson schedules, and their viewing preferences is in the area of given time periods during the viewing day. Ranging from one-fourth to two-fifths of each course sampled, TV students indicate a preference for morning lessons. In each instance, the concentration is "early morning" i.e., 6:00-8:00 a.m. Early morning lesson viewing was available to geography students; however, while nearly 42 percent of the sample indicated a preference for this time, slightly under ten percent took advantage of it. Following are the general evaluation scales, "TV Lesson Components," and "Reading Components," which are calculated from Course Diary lesson evaluations.

BEST COPY AVAILABLE

Lesson Number	Physical Geography	Freehand Sketching	Course Diary "A" Form Cultural Anthropology	Course Diary "B" Form Cultural Anthropology
	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1	-	16.7 +	-	14.6 -
2	-	16.3 +	-	14.1 -
3	-	16.3 +	-	15.5 -
4	14.4	16.3 +	-	16.7
5	15.7 +	15.3 -	-	16.3
6	16.1 +	15.0 -	17.1 +	17.3 +
7	14.5	15.8	15.6	16.9
8	14.3	16.3 +	16.3 +	17.0 +
9	14.5	15.5	16.4 +	17.3 +
10	14.7	16.4 +	15.9	16.9
11	15.4	15.5	15.3	15.9
12	15.9 +	16.4 +	16.8 +	16.5
13	15.5	16.2	15.2	16.0
14	12.6 -	16.1	15.3	16.2
15	15.3	15.2 -	15.0 -	16.9
16	15.2	15.7	14.8 -	15.6 -
17	15.7 +	15.1 -	15.5	17.0 +
18	15.5	16.0	14.6 -	17.4 +
19	15.1	15.7	15.6	17.0 +
20	15.5	15.6	15.0 -	16.1
21	14.6	16.2	15.4	14.8 -
22	13.9 -	15.7	15.2	15.6 -
23	14.1	15.1 -	16.0	13.9 -
24	15.2	15.1 -	14.4 -	15.6 -
25	15.0	15.5	16.0	15.6 -
26	15.8 +	15.8	15.1	16.7
27	14.5	15.8	13.8 -	17.0 +
28	14.4	16.1	14.6 -	16.9
29	14.2	14.7 -	16.6 +	17.2 +
30	14.4	16.8 +	17.0 +	18.8 +
31	14.1	-	-	-
32	13.9 -	-	-	-
33	14.2	-	-	-
34	15.9 +	-	-	-
35	14.6	-	-	-
36	14.9	-	-	-
37	15.5	-	-	-
38	14.4	-	-	-
39	14.6	-	-	-
40	14.2	-	-	-
41	13.8 -	-	-	-
42	14.8	-	-	-
43	-	-	-	-
44	-	-	-	-
45	-	-	-	-
Range	14.1 - 15.5	15.4 - 16.2	15.1 - 16.0	15.7 - 16.9

Table L

TV Lesson Components

Content, Pace, Scope & Balance, Overall Academic Quality

BEST COPY AVAILABLE

Lesson Number	Physical Geography	Freehand Sketching	Course Diary "A" Form Cultural Anthropology	Course Diary "B" Form Cultural Anthropology
	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1	-	8.00	-	8.78 +
2	-	7.70 -	-	8.69
3	-	8.24	-	8.89 +
4	7.41	82.7	-	8.69
5	8.00 +	8.05	-	8.60
6	7.04 -	7.95	8.63 +	8.07
7	8.08 +	8.06	8.07 +	8.24
8	7.91 +	7.92	8.19 +	7.86 -
9	7.54	7.90	7.77	7.63 -
10	7.44	7.85 -	7.77	7.93 -
11	7.62	7.89	7.66	8.00
12	7.93 +	8.13	7.60	8.44
13	7.61	8.25	7.45	8.11
14	7.22	8.18	7.42	8.22
15	8.04 +	8.05	7.74	7.76 +
16	7.78 +	8.54 +	7.23 -	8.43
17	7.78 +	8.28	7.27 -	8.88 +
18	7.76	8.46 +	7.62	9.02 +
19	7.74	8.23	7.96 +	8.74 +
20	7.66	8.27	7.81	8.17
21	7.38	7.93	7.51	7.83 -
22	7.08 -	7.85 -	7.30 -	7.67 -
23	7.27	8.01	7.37 -	7.50 -
24	6.93 -	8.21	7.42	7.83 -
25	7.42	8.31	7.55	7.83 -
26	8.01 +	8.44 +	7.64	8.79 +
27	7.86 +	9.04 +	7.59	8.64
28	7.38	8.51 +	7.24 -	8.33
29	7.20	7.47 -	7.67	8.85 +
30	7.54	7.50 -	7.64	8.95 +
31	6.70 -	-	-	-
32	6.96 -	-	-	-
33	6.97 -	-	-	-
34	7.05 -	-	-	-
35	7.17 -	-	-	-
36	7.00 -	-	-	-
37	7.87 +	-	-	-
38	7.35	-	-	-
39	7.42	-	-	-
40	7.31	-	-	-
41	7.50	-	-	-
42	7.85 +	-	-	-
Range	7.19 - 7.77	7.86 - 8.37	7.38 - 7.91	7.98 - 8.71

Table LI
Reading Components: Text & Syllabus
Television Lessons
Spring, 1973-74

Completion Rates and Grade Distributions

Included in this report are data on completion rates and grade distributions. They are treated as a measurement of students' achievements in the courses under consideration, and, in the case of anthropology, to show a relationship between a higher level of achievement, a decreased withdrawal rate, and involvement in some form of evaluation process. These data are examined in terms of the information they provide for each course and on a comparative basis where appropriate. Discussion of the evaluation procedure used for the anthropology course is reserved for the final part of this section.

1. Geography

Table LII shows that while enrollment in Physical Geography rose--both on campus and for the TV course--during Spring, 1973-74, the rate of completion rose fractionally for the course on campus and fell nearly 27 percent for its television counterpart.

	Total Registration	Total Completion	
	n	n	%
On Campus (day college)			
Spring, 1972-73	190	130	68.4
Spring, 1973-74	225	156	69.3
On Campus (eve. college)			
Spring, 1972-73	-	-	-
Spring, 1973-74	67	46	68.7
Television			
Spring, 1972-73	406	166	40.9
Spring, 1973-74	649	194	29.9

Table LII

Comparison of Completion Rates
Physical Geography
Spring, 1972-73 & Spring, 1973-74

Table LIII compares the grade distribution for Physical Geography between semesters and between on-campus and television students as well. Like the completion rate, the level of academic achievement above the grade of C remained virtually the same for on-campus students: 48.4 percent in Spring, 1972-73 and 48.1 the following spring. Distribution of grades for the two groups of television students shows that fewer of the Spring, 1973-74 students had a level of achievement above C: 40.8 percent versus 47 percent the previous year.

These statistics for the on-campus geography course, then, remained virtually unchanged for the two semesters studied; those for the TV course show that completion rates and distribution of grades, lower than those for the on-campus course to begin with, decreased the second time the course was offered.

Description		A	B	C	D	F	Credit
	n	%	%	%	%	%	%
On-Campus (Day College)							
Spring, 1972-73	130	21.5	26.9	36.2	9.2	-	6.2
Spring, 1973-74	156	17.9	30.2	34.0	17.9	-	-
On-Campus (Evening College)							
Spring, 1972-73	-	-	-	-	-	-	-
Spring, 1973-74	46	15.2	26.1	32.6	6.5	-	19.6
Television							
Spring, 1972-73	166	15.1	31.9	28.3	4.8	-	19.8
Spring, 1973-74	194	8.3	32.5	40.7	4.6	-	7.7

Table LIII

Percentage Grade Distribution
Physical Geography
Spring, 1972-73 & Spring, 1973-74

2. Freehand Sketching

Spring, 1973-74 was the first time Freehand Sketching was offered; there was no on-campus counterpart to the course. Table LIV combines information on registration and completion figures with that on the distribution of grades earned, and shows that slightly more than three in every four students who completed the course earned a grade above C.

Total Registration	Total Completion		Distribution of Grades					
			A	B	C	D	F	Credit
n	n	%	%	%	%	%	%	%
982	438	44.6	31.1	45.2	13.7	-	-	10.0

Table LIV

Registration & Completion Figures
Percentage Grade Distribution:
Freehand Sketching
Spring, 1973-74

3. Family Risk Management

Table LV combines these data for Family Risk Management, also offered for the first time during Spring, 1973-74. It shows that 74 percent of all students who completed the course achieved a grade above C.

Total Registration	Total Completion		Distribution of Grades					
			A	B	C	D	F	Credit
n	n	%	%	%	%	%	%	%
244	85	34.8	32.9	41.2	22.4	3.5	-	-

Table LV

Registration & Completion Figures
Percentage Grade Distribution:
Family Risk Management
Spring, 1973-74

4. Anthropology

Table LVI shows the registration and completion figures for both on-campus and television anthropology classes. Slightly more than two in every three students who enrolled in either day or evening classes on campus completed the course; four in ten of the anthropology students did so.

	Total Registration	Total Completion	
	n	n	%
On Campus			
Day College	511	351	68.7
Eve. College	232	155	66.8
Television	1,065	444	41.7

Table LVI

Comparison of Completion Rates for
Anthropology
Spring, 1973-74

		A	B	C	D	F	Credit
	n	%	%	%	%	%	%
On Campus							
Day College	351	21.1	33.9	34.2	3.1	3.1	4.6
Evening College	155	14.8	30.3	40.6	7.1	.7	6.5
Television	444	18.9	26.4	40.3	3.8	-	10.6

Table LVII

Percentage Grade Distribution
Anthropology
Spring, 1973-74

The grade distribution figures for on-campus and TV anthropology students show that the percentage of grades earned above C was the same for both TV students and evening college on-campus students: 45 percent. Fifty-five percent of on-campus day students achieved a level above C.

Completion Rates and Grade Distribution: Experimental vs. Control Groups

As Figure 8 illustrates, certain students enrolled in both television and on-campus anthropology classes participated in three types of evaluation procedures. One group was invited to keep a weekly Course Diary ("A" form) and completed, as well, a student interview midway through the semester. A second was asked to mail in a Course Diary ("B" form) at three-week intervals. A third group was requested to keep a viewing log of all television shows watched by their household for a week near the beginning of the semester and one near its end.* Half the students enrolled in an on-campus class were also asked to maintain a Course Diary (the "B" form). All students were chosen at random; all experimental groups were mutually exclusive.

Not all students who were approached agreed to participate; of those who did, not all completed which ever evaluation procedure in which they were involved. The difference in rates of completion and level of academic achievement between those who did participate (with varying degrees of persistence) and those in the control group was much more than had been anticipated. The results of the study, which are presented in table form on page 85, seem a rather significant testimony to the premise that if a student--and most especially a television student--can be engaged in some form of on-going participation, of interaction, with the institution, he is more likely to complete his course and, as well, achieve at a higher level.

*These findings have been presented in a separate report, *Television Students' TV Viewing Log Report, Fall, 1973-74 & Spring, 1973-74*, Coast Community College District, October, 1974.

	On Campus		Television			
	Course Diary Form B	Control Group	Course Diary Form A	Course Diary Form B	Viewing Log	Control Group
n	30	143	36	28	32	130
	%	%	%	%	%	%
PERCENTAGE GRADE DISTRIBUTION						
A	35.7	11.9	16.7	7.1	18.8	6.9
B	32.1	25.2	13.9	17.9	15.6	10.8
C	28.6	30.1	38.9	17.9	25.0	15.4
D	3.6	3.5	-	-	-	1.5
F	-	-	-	-	-	-
CR	-	-	11.1	17.9	12.5	3.8
NCR	-	-	8.3	10.7	9.4	23.9
Withdrew	-	28.7	11.1	21.4	18.8	37.7
Incomplete	-	.6	-	-	-	-
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table LVIII

Completion Rates & Percentage Grade Distribution:
Control vs. Experimental Groups
Anthropology, Spring, 1973-74

As the table illustrates, 37 percent of the control group withdrew from the television course, compared with 11.1, 21.4, and 18.8 percent respectively of the experimental groups. The number of students receiving "no credit" did not exceed 10 percent in any of the experimental groups; 24 percent of the control group were in that category. And, while slightly more than 17 percent of the control group received a grade above C, the range for the same level of achievement in the experimental groups was between 25 and 34.4 percent.

A final note of interest here is the fact that, while students who maintained the "B" form of the Course Diary assigned generally higher mean scores to course

aspects about which they were asked--than did those of the "A" group--so did fewer from this group complete the course or achieve higher grades.

IV. TV STUDENT INTERVIEWS, SPRING, 1974

We interviewed a total of 73 students enrolled in television courses during the Spring, 1973-74, semester. The majority of the sample were women (61.6 percent), as Table LIX indicates. All who furnished us with information in this format were drawn from the sample TV student population which kept a Course Diary ("A" form) throughout the semester.

Course	Men	Women
	n	n
Anthropology	7	18
Freehand Sketching	7	20
Physical Geography	11	6
Family Risk Management	3	1
Totals	28	45

Table LIX
Television Student Interviews

For slightly more than 70 percent of the sample, this was the initial experience in taking a television course. Sixty percent indicated they are presently enrolled in other, on-campus classes (compared with 80 percent of those interviewed the preceding semester); of these, one in four are taking 10 or more units.

Although only 17 percent defined themselves primarily as students, nearly two-thirds of those interviewed are working toward a degree or certificate. It is interesting to note that while over three-fourths of the students enrolled in both anthropology and geography indicated that they were motivated by this kind of goal, less than half of those taking Freehand Sketching expressed concern about obtaining

a degree (Table LX). Each of the four students interviewed from the Family Risk Management class also said that the classification of "general interest student" most aptly described them.

Nearly two in three of the spring sample selected "convenience" as the deciding factor in taking a television course. This can be compared to the preceding semester, when slightly less than half of those interviewed chose convenience and another 29 percent indicated a need for units as the overriding consideration.

Forty-two percent learned of the TV course in which they subsequently enrolled through a mailed brochure, as opposed to only nine percent the preceding semester. On-campus sources of TV course information as determinants--namely, brochures and class schedules--decreased from 52.9 percent in the fall to 29.6 in the spring.

These factors--coupled with the decreased number of students (21.2 percent in fall versus 17.8 in spring)who defined themselves primarily as students, the increase of those enrolled in a TV course only,or who are taking a course for reasons other than working toward a degree--indicate that televised education is reaching more of the population who are not "students" by any of the traditional definitions.

While the majority of students interviewed felt the concept of a facilitator was important (even though most said they had no occasion to contact theirs), and while all voiced concern with the overall course program and the coordination of its components, their reactions in these areas of questionning will be discussed by course enrollment. In this way, the specific strengths and weaknesses of each course can be emphasized, both in reference to its own structure and on a comparative basis. This section of the report concludes with Table LXI , which lists the frequency of responses to those questions in the student interview form which lend themselves to tabulation

1. Anthropology

Students enrolled in this course almost unanimously had a favorable reaction to televised instruction as a way of learning. They stressed the responsibility and self-discipline necessary to make the experience a productive one.

When asked what they would identify as the best features of the course, their answers centered around the course structure (organization was evaluated as consistently good), the learning opportunities present through the use of ethnographic filming, and what could be termed the personality or presence of the instructor.

Criticisms were more varied. Those directed toward the TV lessons included numerous complaints about guest speakers, many of whom were adjudged boring, too technical, or liable to wander too far afield of the subject. Three students found the lesson formats boring; one cited poor visual aids.

Although anthropology students assigned a mean score of 4.04, i.e., "good" to the course text and syllabus, this overall assessment was qualified by a fairly high level of discontent, particularly with reference to the syllabus. It was criticized because of its high price--"ridiculous"--and what many felt to be its lack of relatedness, along with the text, to the TV segment of the course. Some students expressed the opinion that the syllabus and text were good and went well with the televised portions. Those who indicated they were satisfied with the reading materials, however, were outnumbered by those who expressed, in varying degrees, dissatisfaction.

Student response to questionning about course examination(s) was based on one quiz and a midterm, and probably is more reflective of individual ability than of test content: evaluation ranged from opinions that the tests were easy and inquired after material which had been adequately covered, to very difficult owing to lack of instructor's advance preparation, organization and emphasis on what to study. This opinion range seemed equally weighted at either extreme.

When asked what could be done to improve the course, students had a variety of suggestions, some of which were concise and well thought out. One wished to see a trailer which would conclude each program by 1) inviting students to contact campus with any questions, 2) providing information on this procedure, and 3) specifying time and location of tests and study sessions. Taped review sessions were recommended, as were additional quizzes, specified assignments, and guest speakers who could communicate on less erudite levels. A few felt the lack of "human support" (92 percent of those interviewed said they had had no reason to contact the course facilitator and did not anticipate doing so); some saw on-campus study or review sessions as desirable.

In general, then, students indicated they liked their experience (at least to the date of the interview) in anthropology. Their concern and their criticisms focused much more on components other than the televised lessons. As is discussed in the following pages, students enrolled in anthropology are joined by those in other courses in these kinds of critical commentary. Overall, assessment of this course reflected confidence on the students' part that they were grasping the material presented, even though in some cases there were dissatisfaction over the particular method(s) of presentation. As one student said simply, "It works."

2. Freehand Sketching

Student reaction to this course was the most enthusiastic yet encountered. The only consistently mentioned reservation to wholehearted endorsement of this course was that of the rapid pace. Although the sentiment, "It's too fast," or, "It's difficult to watch and draw at the same time," was quite widespread, no one viewed this as a real obstacle in learning to draw. Over and over, students praised the technique and ability of the instructor, the simplicity of the course design, and the organization and presentation of material.

When asked about aspects of the course other than that of the TV lessons, students critical of text, syllabus, or examination were very few in number. Only one student was less than approving of the syllabus, saying it contained no pictures. Of the text, one person said it didn't provide enough help, that it lacked explanation and another said it was expensive and he didn't use it much. Most said these materials were correlated well with the lessons, that they summarized what the instructor was teaching, were explicit and prepared one well for the midterm.

Reaction to the midterm was very favorable; students saw it as "a great way to give a test,"* as simple and comprehensive, and indicated they had been well prepared.

Queried about possible improvements in the class, students suggested in various ways that the pace be slowed, e.g., have longer sessions, allow more time to complete sketches. Over half the students we spoke with indicated that the letter received at the course's beginning was less than "very helpful; answered all questions." Several of these said they didn't receive the letter; the others indicated there wasn't much to it. One student, interjecting a note of humor, referred to the letter as "pretty sketchy."

Perhaps the dominant theme of student opinion regarding Freehand Sketching was the knowledge that, with each succeeding lesson, they were learning to draw. They could chart their own progress simply by seeing what Mr. MacIntyre was doing and then trying it on their own. Their rewards, so to speak, were real and immediate, and may possibly explain their overall lack of anxiety or criticism about grading and exams. Perhaps six or seven students interviewed defined themselves as "artists" or "art teachers," the others had had previous experience in drawing which ranged from "some" to "none at all." Yet favorable reaction to this course transcended the range of professed experience and artistic ability.

---

*For those not able to take the midterm at the scheduled times, the test was made available at the campus library.

3. Geography

The subjective, opinion gathering area of all the student interviews began with the question, "From your experience so far, how do you feel about televised instruction as a way of learning?" Since the majority (seventy percent) of the sample indicated this was their first occasion to enroll in a TV course, their answers were predicated largely on their impressions, their perceived degree of "success," etc., in this first course. Thus, favorable impressions resulted in cases where students felt they were doing well and conversely, if trouble were encountered in the particular course, attitudes toward televised instruction as a way of learning tended to be less than enthusiastic.

The course Physical Geography is a case in point. Most students whom we interviewed were critical; only a few volunteered comments to the effect that... televised learning (in general) seems good because of its flexibility and non-interference in one's work day, schedule, etc.

Criticism extended to all components of the course. The complaints that Physical Geography was too difficult for a "beginning level course" are explainable in large degree by negative comments concerning the course structure: "unorganized...attempts to cover too much--the choice of experiments are poor;" the pace, which was widely felt to be too fast; the instructor's presentation--"he uses terminology he doesn't explain"--and the lessons' abrupt endings. Students felt the course suffered from poor technical coordination and lack of clarity and variety in presenting visual information.

Two or three students approved of the textbook used, according it "depth... and applicability to course," but the majority of those interviewed felt the text was too difficult, too technical, and was sufficiently unrelated to concepts, the mastering of which the students perceived themselves responsible, as to be of limited use. The syllabus received a better rating; the major complaint here was in reference to difficulty in obtaining it.

Lack of communication regarding course goals, the expectations of the instructor, information regarding testing--both in terms of content and procedure--that was felt to be missing or unclear was a source of considerable frustration to most of the students with whom we talked. The few who did attend a review session were very dissatisfied with it; they felt the facilitator to be unprepared and unconcerned.

Questionning regarding the midterm examination failed to produce a single favorable comment. Aside from the most often repeated statement that the test was "hard," this student assessment was qualified in two main areas: the widespread feeling that there was inadequate preparation for the exam (and therefore an absence of knowing what to expect) and that the exam itself covered too much material.

Students suggested revising the structure of the television lessons, slowing the pace, and a much more extended definition of terms. In this course more than in any of the others was the felt need for two-way communication on an on-going basis. A partial solution to the problem was seen by some students to be a text which is coordinated with the course and a system of testing which would enable more frequent measurement of academic progress.

4. Family Risk Management

Since the number of students enrolled in Family Risk Management to complete an interview was only four, their responses--while interesting--cannot, with any reliability, be considered indicative of student response to the course. Therefore, while their answers are included in Table LIX, which shows the distribution of response to part of the interview form, their course evaluation is not detailed.

TV STUDENT INTERVIEWS - SPRING 1973-74

	Number	Percent
1. Why did you decide to take a TV course?		
Interest in course	6	7.1
Convenience	54	63.5
Need units	12	14.1
Interest in this medium of presentation	2	2.4
Job advancement or promotion	-	-
Other	11	12.9
because it's easy 1		
a friend took it 1		
love to draw (sketching) 1		
it's free 1		
know a GWC instructor 1		
qualified under G.I. bill 1		
want an education 1		
gasoline shortage 1		
2. Is this your first TV class?		
Yes	50	70.4
No	21	29.6
What other(s) have you taken?		
psychology 6		
consumer contest 7		
geography 3		
law 4		
history of art 8		
course through another school 1		
3. How did you first learn about your present course?		
TV announcement	3	4.2
Radio announcement	-	-
Newspaper	6	8.4
Brochure picked up on campus	7	9.9
Brochure picked up off campus	3	4.2
Schedule of classes	8	11.3
Other		
friend	8	11.3
mailed brochure	30	42.3
looked for TV class at registration	4	5.6
from an instructor	1	1.4
from a counselor on campus	1	1.4
4. In which class are you enrolled?		
Anthropology	25	34.2
Freehand Sketching	27	37.0
Geography	17	23.3
Family Risk Management	4	5.5
Total	73	100.0

BEST COPY AVAILABLE

5. Are you presently enrolled in other, on-campus courses?	Number	Percent
No	29	39.7
Yes	44	60.3
How many units?		
1-3	11	25.0
4-6	7	15.9
7-9	13	29.5
10 or above	12	27.3
high school classes	1	2.3

The Balance of Table Reflects Distribution of Response by Course

	Anthro-Pology		Freehand Sketching		Physical Geography		Family Risk Mg.		Total
	n	%	n	%	n	%	n	%	%
6. How would you rate the letter you received from the instructor when you began the course?									
Very helpful; answered all questions	19	76.0	13	48.2	9	52.9	2	50.0	58.9
Helpful, but left out important information	4	16.0	5	18.5	6	35.3	1	25.0	21.9
Left out information	2	8.0	9	33.3	2	11.8	1	25.0	19.2
	25	100.0	27	100.0	17	100.0	4	100.0	100.0
7. Have you contacted the facilitator for your course?									
Yes:	2	8.0	6	22.2	3	17.6	-	-	15.1
by telephone	1		5		3				
by actual meeting	1		1						
(was he or she easily available to you?) yes:	2		6		3				
No:	23	92.0	21	77.8	14	82.4	4	100.0	84.9
don't feel it necessary	22		21		11		4		
tried, couldn't reach	-				1				
intend to, haven't yet	-				1				
other	1				1				
8. How important is the facilitator?									
Every course should have them available	21	84.0	21	77.8	15	88.2	4	100.0	83.6
Depends on the course	3	12.0	6	22.2	1	5.9	-	-	13.7
Not necessary	1	4.0	-	-	1	5.9	-	-	2.7
Other	-	-	-	-	-	-	-	-	-
	25	100.0	27	100.0	17	100.0	4	100.0	100.0

(Responses to questions 9 through 16 are omitted in this table: their purpose was to supply information on a subjective, individual opinion basis. Responses to these questions are dealt with at appropriate places in discussion of courses.)

BEST COPY AVAILABLE

	Anthropology		Freehand Sketching		Physical Geography		Family Risk Mg.	
	n	%	n	%	n	%	n	%
17. How many working television sets are there in your household?								
One set	10	40.0	11	40.8	7	41.2	3	75.0
Two sets	11	44.0	7	25.9	9	52.9	-	-
Three sets	3	12.0	4	14.8	-	-	1	25.0
Four sets	1	4.0	4	14.8	2	5.9	-	-
Five sets	-	-	1	3.7	-	-	-	-
18. Does it often happen that others in the household want to view a program at a time that would prevent you from watching a TV lesson?								
Yes, very often	-	-	-	-	-	-	-	-
Yes, but not very often	5	20.0	1	3.7	1	5.9	1	25.0
Seldom	-	-	1	3.7	1	5.9	-	-
Never	20	80.0	25	92.6	15	88.2	3	75.0

Table continues on next page.

	Anthropology		Freehand Sketching		Physical Geography		Family Risk Management		All Courses	
	n	%	n	%	n	%	n	%	n	%
19. How would you classify yourself?										
Student working toward degree	20	80.0	13	48.1	13	76.5	-	-	46	63.0
General interest student	5	20.0	14	51.9	4	23.5	4	100.0	27	37.0
Non-student	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
20. What is your principal occupation?										
Student	6	24.0	5	18.5	2	11.8	-	-	13	17.8
Self-employed	1	4.0	4	14.8	2	11.8	-	-	7	9.6
Employed for wages/salary	7	28.0	7	25.9	10	58.8	3	75.0	27	37.0
Housewife	11	44.0	8	29.6	2	11.8	-	-	21	28.8
Other	-	-	3	11.1	1	5.9	1	25.0	5	6.8
21. What is your position in your household?										
Single, live alone	1	4.0	1	3.7	-	-	-	-	2	2.7
Single, live with non-relatives	-	-	-	-	-	-	-	-	-	-
Single, head of household	1	4.0	2	7.4	1	5.9	1	25.0	5	6.8
Husband or wife	19	76.0	19	70.4	16	94.1	3	75.0	57	78.2
Son or daughter	4	16.0	6	18.5	-	-	-	-	9	12.3
22. How many hours a day would you estimate that you watch television?										
Less than one hour	-	-	-	-	-	-	-	-	6	8.2
One-two hours	-	-	-	-	-	-	-	-	35	47.9
Two and one-half-four hours	-	-	-	-	-	-	-	-	28	38.4
More than four	-	-	-	-	-	-	-	-	4	5.5
									73	100.0
23. How is your reception of Channel 50, compared to that of other stations?										
Not as good	12	48.0	14	51.9	8	47.1	1	25.0	35	47.9
As good	11	44.0	13	48.1	9	52.9	3	75.0	36	49.4
Better	2	8.0	-	-	-	-	-	-	2	2.7
	25	100.0	27	100.0	17	100.0	4	100.0	73	100.0

TABLE LX

Distribution of Response
TV Student Interviews
Spring, 1973-74

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ASPECT OF COURSE	(n-25) Anthropology $\bar{x}$	(n-27) Freehand Sketching $\bar{x}$	(n-17) Physical Geography $\bar{x}$	(n-4) Family Risk Management $\bar{x}$
a. Textbook	4.04	3.81	3.58	2.50
b. Amount of info. provided by campus facilitator	3.66	3.75	3.33	-
c. Content of exams	3.87	4.20	3.06	3.33
d. Scheduling of exams	3.72	3.80	3.26	3.50
e. Grading procedure	3.75	3.66	3.33	4.00
f. TV lessons	3.90	4.07	3.26	4.50
g. Pace of TV lessons	3.68	3.68	2.82	3.75
h. Schedule of TV lesson broadcasts	3.64	3.75	3.58	3.75
i. Quality of TV broadcast recept.	3.60	3.03	3.64	4.50
j. Scope & balance of info. in lesson	3.64	4.23	3.64	4.00
k. Relevance of course materials for your needs	4.00	4.11	3.40	3.00
l. Visiting experts & guests in lessons	3.68	2.50	3.00	4.00
m. Overall academic quality	4.25	4.04	3.93	4.33
n. Rating compared with other courses	4.04	3.79	3.41	4.00

Scale: (1) bad, (2) poor, (3) adequate, (4) very good, (5) excellent

TABLE LXI

Mean Scores of Spring, 1973-74 TV Courses
(taken from TV Student Interviews)

Television courses offered to date through Coast Community College District are those of an introductory or entry level in their particular discipline. The great majority of people who take these courses do not have the background in the subject necessary for content evaluation; criticism of course orientation or subject presentation is virtually absent. Rather, the focus of concern for these students is in the areas of information flow, course organization, and clarity of detail.

Many of these concerns, voiced in previous semesters, were still being articulated in Spring, 1973-74. They may be summarized as follows: the desire for more--and more varied forms of--testing, increased opportunity for review sessions (either taped or on-campus), better synthesis of course components (lesson, text, and syllabus), better textual aids, particularly syllabi, more explanation of the function of these components in relation to one another, greater availability of course materials. Students stressed again and again their desire for more clearly detailed and repetitive information in lesson broadcasts: the number and title of the lesson being aired, times and dates of testing, seminars, etc., and what textual materials accompany which lessons.

These, then, are the problems students perceive in their TV course experience. Coupled with the fact that the majority of TV students, through three semesters of data gathering, do not seek out their course facilitator or attend on-campus seminars, etc., these areas of concern are seen to be most effectively resolved through present channels of communication. It has become increasingly obvious that the main advantage of taking a course in one's own home is that of convenience. Two-thirds of the students interviewed indicated this directly; while not asked about convenience as a determining factor, students sampled through the post-course questionnaire have provided enough related data to demonstrate that convenience is an underlying factor. Whether students enroll because of a need for credits toward a degree or out of general interest, they opt for the <u>televised</u> course because it

can be taken at home. Transportation is not seen as a problem by the majority, nor--from the average family income indicated--would money seem to be, although there is no way, given the way in which the data were gathered, to substantiate this. One factor, clearly, is important--that of time--which commands priorities in work, in family life, and of which there seems little to spare in pursuit of a desired education.

The factor of convenience assumes added significance when one considers the trend--demonstrated earlier in this report--of the increasing attraction television course offerings are having for people who can by no traditional definition be labeled college students. (Of the students who responded to the question regarding the amount of previous education, only one-fourth indicated more than a year of college had been completed. Slightly less than half were concurrently enrolled on campus and forty percent did not consider themselves as students in any capacity.)

As the offering of different kinds of television courses are drawing more so-called "non-students," course completion rates have been falling: 46.1 percent in Spring, 1972-73; 44.9 percent in Fall, 1973-74; and 37.6 percent in Spring, 1973-74. Since there is an increase in the number of students indicating that their main reason for taking a course is one of "general interest" (one-third of the Spring, 1973-74, student sample,) it may be that these students are not that concerned with finishing the class in the first place. We do know from the post-course evaluation response (which comprised 50.2 percent of all Spring TV students who completed their course) that more (48.2 percent) of the students who took the final examination were motivated by earning credit as their first consideration. More than one in four, however, checked "general interest." Forty-nine percent of the respondents who did not take the final (10.6 percent of the 2,016 non-takers) indicated their primary reason for taking their course had been "general interest," yet an additional one-third did check the earning of credit toward a degree.

While we are unable, then, to make any definitive statements regarding the bearing of TV students' motivations upon their completion of the courses, we are very aware of the importance of what could be called the experience of the course itself. With what degree of success students perceive their progress seems of particular consequence in televised learning. Because television students are receptors of what is essentially a one-way method of communication, it is essential that the information they so receive be as complete, balanced--and in some areas, repetitive--as possible. Information perceived to be less, in whatever degree or area, than this, is the main source of students' frustration.

While interviews with students during the semester have provided these kinds of insights and enabled, to a certain extent, these conclusions, certain of the data gathered from the post-course sample confirm them. No less than two-thirds--and in three of the classes, 90 percent--of the course variables for all TV courses offered Spring semester received a higher ranking from students who took the final examination.

Earlier in the report we discussed the results of the experiment conducted with the anthropology class; aside from the fact that we received lesson evaluations from these students, the students who participated in the evaluation process themselves benefited. Compared to the control group, fewer in each of the experimental groups withdrew and more of them received higher grades. Some form of student involvement, then, coupled with greater clarity of information flow are seen as important factors in reducing TV student withdrawal.

Modification of present testing procedures is an excellent case in point. For, with the rather notable exception of those enrolled in Freehand Sketching, students who were interviewed during Spring, 1973-74 (as well as those the preceding semester) displayed in varying degrees a lack of surety in assessing their progress independently of the instructor's assessment. We began an area of questioning with the general query, "How are you doing in your class?" and received most often the

answer, "I don't know/I'm not sure--I haven't gotten my grade yet." Virtually all the Freehand Sketching students we sampled knew from lesson to lesson the skills they were acquiring; the test scores were seen largely as a confirmation of their progress. The majority of all students interviewed felt that two tests--a mid-term examination and a final--were not sufficient, particularly given the lack of other ways in which their rate of learning could be measured. The lack of sufficient testing was further qualified by dissatisfaction with the existing scheduling: a mid-term exam for the initial test was viewed as too far along in the course. Some students were willing to come to campus for more frequent quizzes; others desired mail-in tests. Many found mastery of large amounts of information required by mid-semester to be difficult. More frequent and earlier testing would serve several purposes: it would involve students more quickly, furnish them with the kind of measurement for which they indicate a need, provide additional experience in the very important area of how-to-take-a-test, and by covering smaller units of material, reduce students' apprehensions of failing one of only two opportunities to display satisfactorily one's progress.

At this point in time, then, Coast Community College District is offering its fourth semester of televised learning. The variety and number of courses available have increased and received a most enthusiastic response, indicating that KOCE is successfully embarked on its program to extend educational opportunity to the communities it serves. Inherent in this goal is the continued commitment on the part of all those involved to meet as effectively as is possible the needs of students--in order that through these kinds of responsiveness, the chances for a successful learning experience will increase.

APPENDIX A

POST-COURSE STUDENT EVALUATION
&
DEMOGRAPHIC QUESTIONNAIRE

(MAILED TO ALL TELEVISION STUDENTS AT
CONCLUSION OF SPRING, 1973-74 SEMESTER)

STUDENT EVALUATION
(Course Title)

BEST COPY AVAILABLE

We are most interested in your evaluation of your television course. May we ask you to take a few moments to answer the following questions? Many thanks.

1. How did you first learn about the television course?

1. Picked up a brochure - - - - - - - - - - - - - - - - - 1 2 3 4
2. Class schedule - 1 2 3 4
3. Counselor - 1 2 3 4
4. Announcement read by instructor - - - - - - - - - - - 1 2 3
5. Bulletin board poster - - - - - - - - - - - - - - - - 1 2 3 4
6. TV announcement - - - - - - - - - - - - - - - - - - - 1 2 3 4
7. Radio announcement - - - - - - - - - - - - - - - - - - 1 2 3 4
8. Newspaper article - - - - - - - - - - - - - - - - - - 1 2 3 4
9. Mail brochure - 1 2 3 4
10. Friend - 1 2 3 4
11. Other - 1 2 3 4

2. How much education have you completed?

1. Below 12th grade - - - - - - - - - - - - - - - - - - - 1 2 3 4
2. In 12th grade - 1 2 3 4
3. High school graduate - - - - - - - - - - - - - - - - - 1 2 3 4
4. 0-30 college units completed - - - - - - - - - - - - - 1 2 3 4
5. 31-60 college units completed - - - - - - - - - - - - - 1 2 3 4
6. Over 60 units without bachelor's - - - - - - - - - - - 1 2 3 4
7. Bachelor's completed - - - - - - - - - - - - - - - - - 1 2 3 4
8. Beyond bachelor's - - - - - - - - - - - - - - - - - - - 1 2 3 4

3. If you have taken any regular on-campus college courses, how would you rate this television course in comparison to them?

1. TV course is harder - - - - - - - - - - - - - - - - - - 1 2 3 4
2. TV course is easier - - - - - - - - - - - - - - - - - - 1 2 3 4
3. Both about the same difficulty - - - - - - - - - - - - 1 2 3 4
4. I have not taken any other college courses - - - - - - - 1 2 3 4

What day(s) of the week do you prefer to watch television courses?

1. Monday - 1 2 3 4
2. Tuesday - 1 2 3 4
3. Wednesday - 1 2 3 4
4. Thursday - 1 2 3 4
5. Friday - 1 2 3 4
6. Saturday - 1 2 3 4
7. Sunday - 1 2 3

BEST COPY AVAILABLE

5. What time(s) of the day are best?

1. 6 a.m. - 8 a.m. - 1
2. 8 a.m. - 11 a.m. - - - - - - - - - - - - - - - - - - - 2
3. 11 a.m. - 1 p.m. - - - - - - - - - - - - - - - - - - - 3
4. 1 p.m. - 4 p.m. - 4
5. 4 p.m. - 7 p.m. - 1
6. 7 p.m. - 11 p.m. - - - - - - - - - - - - - - - - - - - 2
7. 11 p.m. - 1 a.m. - - - - - - - - - - - - - - - - - - - 3
8. 1 a.m. - 8 a.m. - 4

6. To what extent have you contacted the on-campus course facilitator?

1. Often - 1
2. Occasionally - 2
3. Seldom - 3
4. Never - 4

7. Has it been easy to contact the on-campus course facilitator?

1. Never tried - 1
2. Very easy - 2
3. Fairly easy - 3
4. Difficult - 4
5. Impossible - 1

8. Did you attend the seminars or study sessions?

1. Yes - 1
2. No - 2

If No, why not:

3. Inconvenient times - - - - - - - - - - - - - - - - - 1
4. Did not know about them - - - - - - - - - - - - - - - 2
5. Not very helpful - - - - - - - - - - - - - - - - - - 3
6. Discontinued the course prior to the first session 4
7. Other - 1

9. Which was the most useful television lesson?

_____

Which was the least useful television lesson?

_____

10. Would you enroll in a TV course again?

1. Yes - 1
2. No - 2

If Yes, what subject area is most important to you?

_____

1. Please evaluate the following aspects of your course by checking the appropriate box.

BEST COPY AVAILABLE

	Not Used or Not Observed (1)	Excellent (2)	Very Good (3)	Adequate (4)	Poor (5)	Bad (6)	Remarks
1. Textbooks							
2. Syllabus							
3. Amount and kind of course information provided by campus facilitators							
4. Content of exams							
5. Scheduling of exams							
6. Grading procedure							
7. Technical quality of television lessons							
8. Pace of TV lessons							
9. Schedule of TV lesson broadcasts							
10. Quality of TV broadcast reception							
11. Scope and balance of information presented in TV lesson							
12. Relevance of course materials for your needs							
13. Visiting experts and guests in television lessons							

BEST COPY AVAILABLE

	Not Used Or Not Observed (1)	Excellent (2)	Very Good (3)	Adequate (4)	Poor (5)	Bad (6)	Remarks
14. Overall academic quality							
15. In comparison with on-campus courses in which you may have enrolled, how would you rate this course?							

12. What TV channel did you most often watch while taking this course?

    1. KABC-TV, Channel 7 - 1
    2. KOCE-TV, Channel 50 - - - - - - - - - - - - - - - - - - - 2
    3. Other - 3
       Please specify _____

13. Did the course assist you directly at this time?

    1. Yes - 1
    2. No - 2

14. Would you recommend it to someone else?

    1. Yes - 1
    2. No - 2

15. Why did you select this course? _____

    _____

16. What could have been done to improve the course for you? _____

    _____

17. What is your occupation?

    1. Business executive - 1
    2. Fine Arts - 2
    3. Homemaker - 3
    4. Military - 4
    5. Office - 1
    6. Professional - 2
    7. Retired - 3

BEST COPY AVAILABLE

7. What is your occupation? (continued)

8. Sales/customer service - - - - - - - - - - - - - - - 4
9. Self-employed - - - - - - - - - - - - - - - - - - - 1
10. Tradesman/journeyman/technician - - - - - - - - - 2
11. Not currently employed - - - - - - - - - - - - - - 3
12. Other - 4
Please specify _____

8. Is transportation available to take you to and from a college campus or community learning center?

1. Yes - 1
2. No - 2

9. What is the most important reason for you to enroll in a telecourse?

1. High school credit - - - - - - - - - - - - - - - - 1
2. To earn credit toward a college degree - - - - - 2
3. Professional or occupational improvement or advancement - - - - - - - - - - - - - - - - - - 3
4. General interest - - - - - - - - - - - - - - - - - 4
5. Other - 1
Please specify _____

10. How many of your legal dependents live in your household?

1. One - 1
2. Two - 2
3. Three - 3
4. Four - 4
5. Five or more - 1
6. None - 2

11. On a regular work day, during which period of time do you work the most hours?

1. Day (8 a.m. to 5 p.m.) - - - - - - - - - - - - - - 1
2. Night (5 p.m. to 1 a.m.) - - - - - - - - - - - - - 2
3. Graveyard (1 a.m. to 8 a.m.) - - - - - - - - - - - 3
4. Do not work - 4

12. Are there reasons which prevent you from attending classes on campus?

1. Yes - 1
2. No - 2
If Yes, please specify _____

13. Does your work schedule change often?

1. Yes - 1
2. No - 2

24. What is your approximate annual family income?

1. Less than $3,000 - - -

BEST COPY AVAILABLE

30. Please check your age.

1. 15 - 17 - - -

APPENDIX B

LETTER OF INVITATION

COURSE DIARY FORM A

Coast Community College district

1370 ADAMS AVENUE · COSTA MESA · CALIFORNIA 92626

NORMAN E. WATSON - CHANCELLOR

Dear Student:

As part of our evaluation of televised instruction, we are inviting a number of students to maintain weekly diaries of their activities in taking their television courses. Those participating in the study will answer a few questions each week about the television lessons they watched and will be interviewed once during the semester for the purpose of assessing the quality of the television course they are taking. It will require about five minutes per week to keep up the diaries and the interview will be about fifteen minutes long. It will be conducted either on the college campus or at the Coast Community College District administration building.

Students participating in the study will be paid $10 at the end of the semester. We would like to invite you to join the group who will be working with us this semester to help us improve our television courses. If you would like to do this, please fill out the enclosed form and return it using the postage-paid envelope. Because we can work with only one hundred students, it is important to return the form immediately. Only the first one hundred who reply will be able to join us.

Thank you, and good luck with your college program.

Best regards,

Richard W. Brightman

Richard W. Brightman
Director, Institutional Research
Coast Community College District

RWB/cay

Enclosures 2

● ORANGE COAST COLLEGE
COSTA MESA

● GOLDEN WEST COLLEGE
HUNTINGTON BEACH

APPENDIX C

SAMPLE LETTER OF INVITATION

COURSE DIARY FORM B

(SENT TO TV STUDENTS ENROLLED
IN CULTURAL ANTHROPOLOGY AND SEWING)

Coast Community College district

1370 ADAMS AVENUE • COSTA MESA • CALIFORNIA 92626

NORMAN E. WATSON - CHANCELLOR

Dear Student:

As part of our program to evaluate college courses, we ask you to join us in examining the Cultural Anthropology course in which you are now enrolled. We will contact you six times during the semester and ask you to answer a few brief questions about five lessons of the course. It should take only a few minutes to answer the questions and we would appreciate your returning the enclosed questionnaire using the postage paid envelope by return mail.

Your information will be kept strictly confidential and will have no relationship to your course grade. Thank you very much for your help.

Sincerely,

Richard W. Brightman

Richard W. Brightman
Director, Institutional Research
Coast Community College District

RWB/tlh
Enclosures (2)

APPENDIX D

COURSE DIARY
FORM A

(MAILED AT WEEKLY INTERVALS)

INSTRUCTIONS

COURSE DIARY

Each week of the semester, answer questions about television lessons watched during the week. Answer the questions only for the one television course for which you are providing information even though you may be enrolled in more than one.

If you did not watch a T.V. lesson during the week, check question 1 accordingly and skip the remaining questions.

If you watched more than one lesson for the course during the week, write the names of the lessons in the spaces provided in Question 2. Then refer to the lessons as "A," "B," or "C," according to the line on which they are written.

COURSE _____

COURSE DIARY

WEEK OF _____

Questions

1. What T.V. lessons did you watch this week?

_____

_____

_____

BEST COPY AVAILABLE

☐ I did not watch a lesson this week.

2. Were any of the lessons you watched this week lessons you had not watched before?

☐ No
☐ Yes: What were they? A. _____
B. _____
C. _____
D. _____
E. _____

If you answered "No" to questions #2, do not answer any of the remaining questions.

3. For the following, please evaluate the item described by writing a 5 for "excellent," 4 for "very good," 3 for "adequate," 2 for "poor," or a 1 for "bad." Write the number in the column "A," "B," "C," "D," or "E" for the new lesson(s) you watched this week as indicated in question #2.

	Lesson A	Lesson B	Lesson C	Lesson D	Lesson E
a) Content of television presentation					
b) Pace of television presentation					
c) Relevance of television presentation to course					
d) Text readings for the lesson					
e) Syllabus readings for the lesson					
f) Technical quality of TV presentation					
g) Scope and balance of information presented in TV lesson					
h) Visiting experts and guests in TV presentation					
i) How would you rate this TV lesson as compared with others for the same course?					

BEST COPY AVAILABLE

	Lesson A	Lesson B	Lesson C	Lesson D	Lesson E
j) Overall academic quality of this lesson					
4. Write in the day of the week that you first watched the TV lesson(s). 1st day					
5. If you watched the lesson(s) twice this week, write in the second day. 2nd day					
6. What time(s) during the day did you watch the lesson(s)? 1st day					
2nd day					
7. What channel(s) did you watch the lesson(s) on? 1st day					
2nd day					
8. Where did you watch the lesson(s) (Write "home," "campus," "friend's home," etc. 1st day					
2nd day					

APPENDIX E

SAMPLE COURSE DIARY FORM B

(MAILED AT THREE WEEK INTERVALS)

BEST COPY AVAILABLE

Number Street

City State

Zip Code

NOTE: If address has changed, please write in correct one in the space provided.

This evaluation sheet is for the following five lessons of the Cultural Anthropology course:

1. Introduction
2. A Course of Study
3. Culture
4. Archaeology
5. Evolution

1. Please evaluate each of the following items for each lesson by writing a "5" for excellent, "4" for very good, "3" for adequate, "2" for poor, or "1" for bad. Write the number in the column for each of the five lessons.

	LESSON				
	1 Intro.	2 Course of Study	3 Culture	4 Archeology	5 Evolution
a) Content of television presentation					
b) Pace of television presentation					
c) Relevance of television presentation					
d) Text readings for lesson					
e) Syllabus readings for the lesson					
f) Technical quality of TV presentation					
g) Scope and balance of info. presented in TV lesson					
h) Amount of info. presented by lesson					
i) Organization of ideas presented by lesson					
j) Visiting experts & guests in TV presentation					
k) How would you rate this TV lesson as compared with others for same course?					
l) Overall academic quality of this lesson					

2. a) What was particularly good about Lesson One, Introduction?

_____

b) What was particularly bad about Lesson One, Introduction?

_____

c) What would you do to make Lesson One, Introduction, better if you could?

_____

3. a) What was particularly good about Lesson Two, Course of Study?

_____

b) What was particularly bad about Lesson Two, Course of Study?

_____

c) What would you do to make Lesson Two, Course of Study, better if you could?

_____

4. a) What was particularly good about Lesson Three, Culture?

_____

b) What was particularly bad about Lesson Three, Culture?

_____

c) What would you do to make Lesson Three, Culture, better if you could?

_____

5. a) What was particularly good about Lesson Four, Archeology?

_____

b) What was particularly bad about Lesson Four, Archeology?

_____

c) What would you do to make Lesson Four, Archeology, better if you could?

_____

6. a) What was particularly good about Lesson Five, Evolution?

_____

b) What was particularly bad about Lesson Five, Evolution?

_____

c) What would you do to make Lesson Five, Evolution, better if you could?

_____

APPENDIX F

LETTER FOR SCHEDULING STUDENT INTERVIEWS

(SENT TO ALL STUDENTS KEEPING COURSE DIARY FORM A)

Coast Community College district

1370 ADAMS AVENUE • COSTA MESA • CALIFORNIA 92626

NORMAN E. WATSON - CHANCELLOR

Dear Student:

We're very glad you've decided to participate in our evaluation of television courses. By now you should be receiving your course diaries. If you're not, or if you have any questions, would you please call us at 556-5555.

Interviews are being set up now, to be held on campus Monday through Thursday afternoons from 1:00 to 5:00 for the next few weeks. Please mark at least two choices--more if you can--and return this form to us in the envelope provided.

You'll be sent a card telling you the exact date and time of your interview.

	Monday	Tuesday
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		

If you can't make it at all during this time, please call us at 556-5555 and we'll arrange another interview time.

Thank you for your help.

Sincerely,

Jean F. Riss

Jean F. Riss
Research Assistant
Coast Community College District

JFR/tlh

ORANGE COAST COLLEGE
COSTA MESA

GOLDEN WEST COLLEGE
HUNTINGTON BEACH

APPENDIX G

STUDENT INTERVIEW FORM

(FOR STUDENTS KEEPING COURSE DIARY FORM A)

TV STUDENT INTERVIEW

BEST COPY AVAILABLE

1. Why did you decide to take a TV course?

   1 ☐ interest in course
   2 ☐ convenience
   3 ☐ need units
   4 ☐ interest in this medium of presentation
   5 ☐ job advancement or promotion
   6 ☐ other, please specify: _____

2. Is this your first TV class?

   1 ☐ yes
   2 ☐ no: What other have you taken? _____

3. How did you first learn about your present course?

   1 ☐ TV announcement
   2 ☐ radio announcement
   3 ☐ newspaper
   4 ☐ brochure picked up on campus
   5 ☐ brochure picked up off campus
   6 ☐ schedule of classes
   7 ☐ other: _____ (friend, another college campus, previous course, mailed brochure)

4. In which class are you enrolled?

   1 ☐ History of Art
   2 ☐ Great Consumer Contest
   3 ☐ As Man Behaves
   4 ☐ Family Risk Management

5. Are you presently enrolled in other, on-campus courses?

   1 ☐ yes: How many units? _____
   2 ☐ no

6. How would you rate the letter you received from the instructor when you began the course?

   1 ☐ very helpful; answered all my questions regarding the course
   2 ☐ helpful, but left out important information (List)

   _____

   3 ☐ was not helpful (comment)

   _____

7. Have you contacted the facilitator for your course?

   yes:
   1 ☐ by telephone
   2 ☐ by actual meeting
   Was he or she easily available to you? _____

BEST COPY AVAILABLE

7. continued
no:
3 ☐ don't feel it necessary
4 ☐ tried, but couldn't reach instructor
5 ☐ intend to, but haven't yet
6 ☐ other: _____

8. How important is the facilitator?

1 ☐ every course should have them available
2 ☐ depends on the type of subject being taught
3 ☐ not necessary
4 ☐ other: _____

9. From your experience so far, how do you feel about televised instruction as a way of learning? _____

_____

10. What subjects or areas of study do you think might best be taught over television? _____
Why? _____

11. What subjects or areas of study might be least well communicated over TV?

_____

12. What do you think can be done to improve TV instruction? _____

_____

13. Please evaluate the following aspects of the course you are taking by checking the appropriate box.

Aspect	Not Used or Not Observed (1)	Excellent (2)	Very Good (3)	Adequate (4)	Poor (5)	Bad (6)	Comments
a. Textbook							
b. Amount and kind of course information provided by campus facilitators							
c. Content of exams							
d. Scheduling of exams							
e. Grading procedures							
f. Television lessons							
g. Pace of T.V. lessons							

BEST COPY AVAILABLE

Aspect	Not Used or Not Observed (1)	Excellent (2)	Very Good (3)	Adequate (4)	Poor (5)	Bad (6)	Comments
h. Schedule of T.V. lesson broadcasts							
i. Quality of T.V. broadcast reception							
j. Scope and balance of information presented in TV lessons							
k. Relevance of course materials for your needs							
l. Visiting experts and guests in television lessons							
m. Overall academic quality							
n. In comparison with other courses in which you have enrolled, how would you rate this course?							

. Are there any aspects of the course you feel would be better covered in a classroom situation?

1 ☐ yes: What? _____
2 ☐ no

. What is the significant characteristic of the best TV course you've taken?

_____

. What is the significant characteristic of the worst TV course you've taken?

_____

. How many working television sets are there in your household? _____

. Does it often happen that others in your household want to view a television program at a time that would prevent you from watching a television lesson broadcast when you wanted to?

1 ☐ yes, very often. I cannot use my home television set to watch lesson broadcasts.
2 ☐ yes, but not very often
3 ☐ seldom
4 ☐ never

BEST COPY AVAILABLE

19. How would you classify yourself?

1 ☐ student working toward certificate or degree
2 ☐ general interest student
3 ☐ non-student
4 ☐ other: _____

20. What is your principal occupation?

1 ☐ student
2 ☐ self-employed
3 ☐ employed for wages or salary
4 ☐ housewife
5 ☐ other: _____

21. What is your position in your household?

1 ☐ single, live alone
2 ☐ single, live with non-relatives
3 ☐ single, head of household
4 ☐ husband or wife
5 ☐ son or daughter

22. How many hours a day would you estimate that you watch television? _____

23. How is your reception of Channel 50, compared to that of other stations?

1 ☐ not as good
2 ☐ as good
3 ☐ better

Thank you for your help.

APPENDIX H

LESSON NUMBER AND TITLE

ANTHROPOLOGY 100

Dimensions in Culture

DIMENSIONS IN CULTURES:
A STUDY IN ANTHROPOLOGY

Program No.	Title
1	Introduction
2	A Course of Study
3	Culture
4	Archaeology
5	Evolution
6	Primate Behavior
7	Paleolithic Era
8	Neolithic Era
9	Civilization
10	Population Variation
11	Ethnology
12	Ethnographic Fieldwork
13	Language
14	Cultural Ecology
15	Subsistance Patterns
16	Economic Organization
17	Technical Development
18	Status and Role
19	Marriage and Family
20	Kinship Systems
21	Crisis Rites
22	Governance
23	Social Control
24	Religion and Magic: Part 1
25	Religion and Magic: Part 2
26	Art
27	Enculturation
28	World View
29	Cultural Change
30	Anthropology Today

APPENDIX I

LESSON NUMBER AND TITLE

ART

Freehand Sketching

FREEHAND SKETCHING

Program No.	Title
1	Drawing As An Undeveloped Resource
2	Elements of Drawing
3	Alignment
4	Shading as Darkness
5	Preferred Angle of Vision
6	The Drawing Compass
7	Cross Alignment
8	Timed Practice
9	Six Levels of Drawing
10	Elongated Objects
11	Linear Perspective
12	Contour Lines
13	Step Relationships
14	Ribbon Relationships
15	Vertical and Perpendicular
16	Recessed Thicknesses
17	Forming Thicknesses
18	Emphasis on Size
19	Overlapping
20	Aerial Perspective
21	Touchstones, Research & Appreciation
22	Concentric Foreshortened Circles & Curves
23	Shading and Shadows
24	Looking Up
25	Compound Drawings
26	Elements of Art
27	The Secret City
28	Anatomy
29	Structure
30	Utilization

APPENDIX J

LESSON NUMBER AND TITLE

GEOGRAPHY 182-185

Introduction to Physical Geography

INTRODUCTION TO PHYSICAL GEOGRAPHY

Program No.	Title
1	Introduction
2	Shape of the Earth
3	The Earth from Space
4	The Surface of the Earth
5	The Quaking Earth
6	Faulting and Folding
7	Volcanism and the Ring of Fire
8	Igneous Rocks of the Earth's Crust
9	Sedimentary Rocks
10	Metamorphic Rocks and the Rock Cycle
11	Minerals and Man
12	Weathering of Rocks
13	Topographic Maps
14	Erosion-Leveling by Gravity
15	Landforms Shaped by Streams
16	Glaciation and Landforms
17	Landforms and the Work of Waves & Currents
18	Wind-Formed Landforms
19	The Earth's Motions
20	The Ocean of Air
21	Our Nearest Star
22	Solar Energy and the Earth's Response
23	The Air We Breathe
24	The Windy Planet
25	Weather Prediction and Modification
26	Latent Energy of the Atmosphere
27	Clouds: Signposts Aloft
28	The Middle Latitude Cyclone
29	The Daily Weather Map
30	Air Masses of North America
31	Catastrophic Weather
32	Climatic Patterns of the Low Latitudes
33	Middle and High Latitudes Climatic Patterns
34	The Hydrolic Cycle
35	Soils: An Interface of the Biosphere
36	Soil Nutrients
37	Soil Formation Processes
38	Soil Patterns of the World
39	Environmental Factors and Plants
40	Vegetation Structure
41	Major Vegetation Patterns of the Biosphere
42	The Tropical Habitat, A Paradise?
43	Tidal Community: An Example of Interdependence
44	Geothermal Energy
45	Man's Impact Through Time

APPENDIX K

LESSON NUMBER AND TITLE

BUSINESS 105

Family Risk Management

Program No.	Title
1	The Concept of Risk & Risk Management
2	Civil Liability and the Law
3	"...His Day in Court"
4	Your Liability in Self Defense & Property Rights
5	*Knowing Your Property Risks*
6	Personal and Personnel Risk
7	A Homeowners Guide to Insurance: Declaration
8	A Homeowners Guide to Insurance: Fire Contract
9	A Homeowners Guide to Insurance: Extended Coverage
10	A Homeowners Guide to Insurance: Medical & Liability
11	Homeowner's Non-insurance Tools
12	The Automobile: A Modern Peril
13	The Family Auto Insurance Policy
14	The Auto: Fault or No Fault? Part 1
15	The Auto: Fault or No Fault? Part 2
16	Life Insurance: An Introduction
17	Life Insurance: What Policy Should I Buy?
18	Life Insurance: The Whole Life Contract
19	Life Insurance: What Price is Right?
20	Health Protection: Disability Income Insurance
21	Health Protection: Medical Expense Insurance
22	Health Protection Medical Maintenance Organization
23	Health Protection: Practicing Preventive Medicine
24	Social Insurance: An Introduction
25	Social Insurance:(Social Security) Oasdhi Pt.1
26	Social Insurance:(Social Security) Oasdhi Pt.2
27	Social Insurance: National Health Proposals
28	Property and Liability Planning
29	Personal Loss Planning Part 1
30	Personal Loss Planning Part 2

APPENDIX L

LESSON NUMBER AND TITLE

SEWING

Connie's Clothing Corner

CONNIE'S CLOTHING CORNER

Program No.	Title
1	Preview, Equipment, Supplies
2	Pattern Symbols, Simple Alterations, Dress Patterns
3	Preparing Fabric, Layout, Pinning, Cutting
4	Snipping, Marking, Tailor Basting
5	Stay-Stitching, Darts, Professional Pressing
6	Shoulder Seams, Neck Facings
7	Collars
8	The Neckline, A Couple of Hems
9	An Easy Sleeve, Another Hem
10	A Tailored Sleeve, Seam Finishes
11	Preparing the Skirt, Last Two Hems
12	Attaching the Skirt and Bodice
13	The Simple Single-Flap Zipper, Finishing Details
14	Zippers! Zippers! Zippers!
15	Patterns
16	Skirt Alterations for a Perfect Fit!
17	Pant Alterations for a Perfect Fit!
18	Now, The Perfect Fit! Designing Skirts and Pants
19	Wardrobe Selection: Color, Line, Design
20	Fabrics to Select
21	Fibers to Select
22	Jiffy-Simple Skirts and Pants
23	Tailoring Skirts and Pants: Part I
24	Tailoring Skirts and Pants: Part II
25	Bodice and Shirt Alterations for a Perfect Fit!
26	Various Ways to Sew a Dress Together
27	Various Ways to Sew a Shirt Together
28	Various Ways to Sew a Jacket or Coat Together
29	Designer Details for the $500 Look
30	Buttonholes and Buttons

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 14 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION